

# **Implementation Plan for the Foundational Document for International Activities**

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## Implementation Plan for the Foundational Document for International Activities

### Executive Summary

September 2003 saw the approval of *Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan*. Expansive and visionary, the Foundational Document called for united action across several fronts and set a number of specific and more general targets and goals. This document fulfills one of the commitments of the university in approving the Foundational Document—the creation of a comprehensive implementation plan following the completion of the individual college plans. A Special Advisor on International Initiatives position was created to develop the implementation plan.

The first section of the document considers the governance and administrative structures supporting internationalization at the UofS and recommends the creation of an Associate Vice-President International position to provide senior-level oversight and to champion internationalization. Four recommendations concern a reorganization and co-localization of those central administration offices supporting international activities in an International Centre. The final recommendation in this section is to update the University Mission Statement to more accurately portray our aspirations and objectives in the international arena.

The remaining and more substantial part of the document deals systematically with the specific priorities and objectives identified in *Globalism and the University of Saskatchewan* under the headings:

- **Internationalizing the Learning Environment**
- **Enhancing International Academic Mobility**
- **Promoting the Academic Success of International Students**
- **Strengthening International Research and Graduate Training**
- **Administrative Structures to Promote and Support Internationalization**
- **Financial and Other Resources for International Activities**
- **Partnerships**

Accomplishments and commitments made in each area since the publication of the Foundational Document are summarized, needs identified and a further 41 recommendations are made. Where possible, a target date for completion of the recommendation is made and responsibilities assigned to specific offices.

A complete list of the recommendations made in the report is provided in Appendix F.

A major issue the UofS must confront is the serious shortage of quality residence space. Our ambitions to have a larger number of international students of diverse origin will be thwarted if we cannot solve this problem.

A daunting number of the recommendations require a financial commitment that, at most, could only be made over the course of a number of years, especially in the financial climate as this report is submitted early in 2009. A process to prioritize these recommendations is provided that involves two Council Committees.

The UofS community has much to be proud of in terms of accomplishments and successes in the international realm. However, to achieve the ambitious objectives identified in *Globalism and the University of Saskatchewan* there is much work to be done and some difficult decisions to be made.

## Table of Contents

	Page Number
Executive Summary.....	2
Table of Contents.....	3
Preamble.....	4
<b>General Findings and Recommendations.....</b>	<b>7</b>
<b>Governance.....</b>	<b>7</b>
<b>Internationalization Priorities and Objectives.....</b>	<b>12</b>
<b>Internationalizing the Learning Environment.....</b>	<b>12</b>
<b>Enhancing International Academic Mobility.....</b>	<b>18</b>
<b>Promoting the Academic Success of International Students.....</b>	<b>22</b>
<b>Strengthening International Research and Graduate Training.....</b>	<b>32</b>
<b>Supporting Internationalization through Service and Outreach .....</b>	<b>45</b>
<b>Administrative Structures to Promote and Support Internationalization.....</b>	<b>45</b>
<b>Financial and Other Resources for International Activities.....</b>	<b>46</b>
<b>Partnerships</b>	
(a) <b>Partnerships with Other Universities.....</b>	<b>48</b>
(b) <b>Partners with Saskatchewan and Canadian, Government Agencies, Non-governmental         Organizations, Communities, and Businesses.....</b>	<b>52</b>
<b>Conclusion.....</b>	<b>53</b>
<b>Appendix A Assessment of Progress.....</b>	<b>54</b>
<b>Appendix B Senior International Administrative Positions at Selected Canadian Universities ...</b>	<b>56</b>
<b>Appendix C Roles and Responsibilities of Associate Vice-President International.....</b>	<b>58</b>
<b>Appendix D Library Initiatives for International Students .....</b>	<b>59</b>
<b>Appendix E International Research Office Accomplishments, Plans and Needs.....</b>	<b>61</b>
<b>Appendix F List of Recommendations.....</b>	<b>69</b>
<b>Appendix G Final Report of the Task Force on International Research and Development .....</b>	<b>79</b>
<b>Appendix H List of Acronyms.....</b>	<b>108</b>

## Implementation Plan for the Foundational Document for International Activities

### ***The University of Saskatchewan will be known for its adherence to international standards in all its activities.***<sup>1</sup>

*“Universities, are by necessity, rooted in a particular place and society. Yet, they must constantly seek to forge links across cultures, to broaden knowledge, and to meet varied responsibilities to society. The University of Saskatchewan responds to these demands by connecting to diverse cultures, societies and landscapes, and meeting responsibilities inherent in serving the needs of a varied constituency that includes a significant population of Aboriginal peoples. To do this, the University must also be a global institution engaged in issues and roles that transcend borders and embrace diversity. Our students, our research and our commitment to service needs to be informed, challenged and enthused by the links between our international and local perspectives.*

*Internationalization of the University of Saskatchewan implies adopting an international dimension into the key functions of our institutions. It means a deliberate transformation of how we conduct research, teach our students, learn from each other and how we are of service to our communities. Internationalization must be based on a commitment to work toward reducing the inequities that exist both among and within nations, respect for cultural diversity and environmental health, and protection for diverse forms of knowledge and local resources and initiatives.”*<sup>2</sup>

### **Preamble**

Most major universities have, over the last several decades, attempted to become more ‘international’ by forming partnerships with prestigious institutions in other countries, attracting international students, encouraging their own students to study the histories, languages and cultures of other nations and to study abroad, hiring faculty from other countries, encouraging faculty to complete international sabbaticals and to become involved in international research and development projects. Among the reasons given for the internationalization of universities one often finds statements such as the need to produce globally competent graduates, the desire to strengthen the quality of research or to contribute to social justice, and to enhance the reputation of an institution. The University of Saskatchewan (UofS) International Mission Statement itself reflects most of these rationales and the statement printed at the top of this page must be rigorously adhered to if the UofS is to prosper in the Canadian and international contexts.

True to the Mission Statement goal “To include a global perspective in our endeavours”, the UofS has a long record of involvement with international matters. Our First Integrated Plan (2003-07), called for increased efforts on many fronts and this was reflected in President MacKinnon’s message introducing the Plan:

*“As we prepare for our University’s second century, we rise to new challenges: to gauge ourselves by the highest international standards; to achieve pre-eminence in a number of disciplines; and to be relevant to our place in Canada and the world. To succeed in an increasingly competitive world, we must rigorously organize ourselves so that our high-quality faculty, staff, and students can pursue excellence at the University of Saskatchewan. This first Integrated Plan is an outstanding beginning to that critical organizing process. With it, we are embarking on an exciting renewal of the founders’ dream for our University”*<sup>3</sup>.

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<sup>1</sup> University of Saskatchewan Strategic Directions: *Renewing the Dream*

<sup>2</sup> Mission Statement : INTERNATIONALIZATION AT THE UNIVERSITY OF SASKATCHEWAN; 2000

<sup>3</sup> University of Saskatchewan Integrated Plan: 2003-07

The First Integrated Plan observed that “no local challenge is without its global manifestation: no global challenge fails to touch us where we live.” Through its emphasis on creatively linking the “local and the global”, the University’s Second Integrated Plan (2008-2012), reinforces the intent of the first Plan. We can employ the expertise and knowledge we have generated in our back yard to help those in other parts of the world deal with similar issues and, in the process of doing so, learn from others and bring that knowledge to bear on our own problems. We must also recognize and react to global forces that directly affect us. In order to have maximum impact, expanding our international connections is an imperative for the university in this planning cycle and in all priority areas of the plan.

The first Integrated Planning process spurred the creation of *Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan* that was approved in 2003. Responding to the International Mission Statement, the Foundational Document focused on the five dimensions listed below and argued that significant progress must be made in each in order that the university’s internationalization strategy is balanced and could be judged successful.

- Internationalizing the learning environment
- Enhancing international academic mobility
- Promoting the academic success of international students
- Strengthening international research and graduate training
- Supporting internationalization through service and outreach

The authors of *Globalism and the University of Saskatchewan* proclaimed a set of goals to accomplish by the end of the first planning process. These were to:

- foster greater awareness across campus of the importance of internationalization, opportunities for international engagement, and international activities currently undertaken by members of the University community (an objective which cuts across all goals)
- strengthen central administrative structures for internationalization, especially the International Student Office and University of Saskatchewan International, to enable them to meet the growing needs of students, faculty, departments, and colleges for administrative coordination and support to foster internationalization;
- improve systems to monitor, measure, analyze, and publicize our institutional progress in all facets of internationalization;
- investigate opportunities to create a mixed-use facility (‘Global Commons’) designed to enhance international cooperation, collaboration, and activities for students and faculty (also proposed in the *Core Area Master Plan* and the *Enrolment Plan*);
- enhance the range of courses and interdisciplinary programs with an international focus, wherever feasible, in colleges and departments across the University;
- increase the number and diversity of faculty with international expertise to complement areas of strength and respond to emerging opportunities for growth;
- increase the proportion of international students at the University from about 5% (2002-2003) to 7-8% by 2006-07 (as proposed in the *Enrolment Plan*);
- increase the cultural and disciplinary diversity of international students studying at the University of Saskatchewan;

- provide necessary support services for international students to ensure their academic success and social wellbeing;
- double, from 150 to 300 students per year, the number of participants in student exchanges, internships, taught abroad courses, and other programs to enable our students to undertake some of their studies abroad;
- enhance the diversity of international study opportunities through new exchange agreements and taught abroad programs offered in diverse parts of the world;
- strengthen support systems for students studying abroad, including orientation and emergency support programs;
- identify and lessen program barriers that impede students' participation in international learning programs, including transfer credit approval and basic language training;
- double research and project funding for international work, by tapping into funds from diverse sources, including Tri-Council grants, other Canadian government sources (e.g., CIDA, HRDC), international organizations, and private foundations;
- cultivate interest in international research and project initiatives across the University, including in units that have had relatively limited previous international engagement;
- encourage the development of much greater interdisciplinary and cross-college collaboration in the development and implementation of research, training, and development project initiatives;
- emphasize the importance of socially responsible research, to ensure that activities are implemented in accordance with established principles and practices for international research, including community participation in project development, respect for indigenous knowledge, and sharing of research results with communities and decision-makers;
- ensure that the particular challenges of international research and project work are appropriately recognized in performance evaluations and workload assignments;
- enhance opportunities for faculty and staff to participate in exchanges with their counterparts in universities abroad, as a means of facilitating professional development and strengthening linkages for research, teaching, and other forms of collaboration;
- increase the involvement of faculty, staff, and students in sharing their international expertise locally and worldwide through service activities that increase community capacity and awareness;
- enhance our institutional partnerships at home and abroad to support the University's internationalization vision and goals;

Appendix A is an assessment or 'report card', by the Special Advisor on International Initiatives, of the progress we have made towards reaching the general internationalization 'goals' identified in the Foundational Document. Deans and others were consulted about the appropriateness of the report card and, while there is not unanimous agreement about the evaluations in each category, it is quite clear that

our aspirations identified in the International Mission Statement and in *Globalism and the University of Saskatchewan* have outstripped our accomplishments. The UofS is certainly not the only university in this predicament. A 2003 publication from the American Council on Education<sup>4</sup> reported the results of a survey of over 1000 universities and colleges in the United States. The report concluded that, although the importance of educating students about different countries and cultures is widely recognized among university faculty and officials and the public in general, internationalization is not a high priority on most campuses. "This survey isn't about the talk, it's about the walk," said Madeleine F. Green, who is vice president for international initiatives at the American Council on Education and one of the report's authors. "I think there is still a very big gap between the rhetoric and what actually happens on campuses."

*Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan* advocated the creation of an 'implementation strategy' that would identify and eliminate institutional barriers to internationalization, improve the flow of information about international opportunities, and strengthen the coordination of international activities across our campus. This document, an implementation 'plan' addresses the specific priorities and directives of *Globalism and the University of Saskatchewan* by providing an update where actions have been taken, identifies commitments where they have been made, and recommendations where necessary. It will become apparent to readers that our work is not done with the submission of this document—the **Recommendations** for action are at least as numerous as the **PROGRESS** we have made and the **COMMITMENTS** identified below. In a sense, the implementation strategy renews many of the original appeals and petitions of *Globalism and the University of Saskatchewan*, but operationalizes the priorities of that document.

## General Findings and Recommendations

### Governance

"If the University of Saskatchewan is to achieve its internationalization goals, and respond effectively to the emerging challenges and opportunities afforded by global change, strong, responsive administrative structures will be needed to provide the entire University community with needed support."<sup>5</sup>

### Senior-Level Oversight of Internationalization

Universities and other large organizations typically create positions to direct various activities and to ensure that goals are met and objectives reached. In the present context, several colleges, notably Agriculture and Bioresources, Arts & Science, and Medicine, have established positions and identified specific individuals responsible for overseeing international activities while other Colleges, e.g., Engineering, Law, have added these responsibilities to Associate Dean positions.

Globalism and the University of Saskatchewan claimed that all members of the university have a responsibility for internationalization. However, when many individuals, each with other duties and accountabilities, share responsibility for a function or activity, it is possible for the shared responsibility to be neglected or its importance downplayed. This is nowhere more important than when resource allocation decisions are made.

The UofS needs a strong advocate for international activities who will provide leadership, guidance, and work to integrate the service activities of central administration offices with the research, teaching and

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<sup>4</sup> Siaya, L.M. & Hayward, F.M. (2003) Mapping Internationalization on U.S. Campuses: Final Report. American Council of Education.

<sup>5</sup> *Globalism and the University of Saskatchewan*, p.2.

study abroad activities in the Colleges. At the Central Administration level of the UofS, *Globalism and the University of Saskatchewan* assigned this responsibility to the Provost, which is appropriate but impractical because the time demands on the Provost prevent much direct involvement. As a result, many of our shortcomings noted in the Report Card of Appendix A can be attributed to the absence of any specific individual/position “in charge” of the international activities file. The absence of someone who champions and has overall responsibility for international matters, and who can speak with some authority, has led to situations where different parts of our organization have failed to live up to expectations, developed and implemented conflicting policies/practices, or acted on local priorities that are not consonant with those of the entire university. Most other Canadian universities have recognized this dilemma and have taken steps to create an advocate/leadership position (**Appendix B**). It is timely that we follow suit not simply to mimic what others have done but in recognition of an imperative.

**RECOMMENDATION:**

- 1. Create an Associate Vice President International (AVPI) position reporting to the Provost. A proposed list of roles and responsibilities, and reporting lines is presented in Appendix C. The position should be reviewed during its 4<sup>th</sup> year or as soon as feasible to determine whether there is need to modify the title, scope, reporting lines, or the time allocated to the position.**

**Responsibility: President, BoG**

**Target Date: July 1, 2009**

**Structures to Support Internationalization**

Organizations are best served by creating structures in which activities having common objectives and goals are well integrated. This poses some challenges in any major university composed of a number of colleges supported by a central administration, but the next four recommendations will improve the management of our international activities.

When the Foundational Document was created and approved, University of Saskatchewan International (USI) was the office responsible for many international matters that came to the attention of Central Administration. USI was subsequently disbanded and its employees and functions dispersed. While that was appropriate for the time, the creation of an AVPI presents the opportunity to gather together the centralized offices (Global Relations, Global Commons, International Student Office, Exchange and Study Abroad Office) dealing with international matters. This would allow the AVPI direct oversight of the centralized activities and functions designed to support all international initiatives.

**RECOMMENDATION:**

- 2. Transfer the reporting arrangement for the Global Relations Coordinator and staff, the staff of the International Student Office and the Exchange and Study Abroad Office, and the Global Commons to the AVPI.**

**Responsibility: President’s Executive Committee**

**Target Date: Date of Appointment of AVPI**

The creation of the International Coordinating Committee (ICC), which includes members from several colleges, was intended to assure cooperation between central administrative units and those in the colleges, and to eliminate duplication of efforts across the university. However, several colleges with growing interests and enthusiasms for international activities are not represented and should be. Further, the mandate/responsibilities of the ICC and its relationship to the International Activities Committee of Council (IACC) have never been completely clear and the agendas for the meetings of the two committees have frequently been quite similar. The next two recommendations deal with the membership of ICC and clearly establish it as a grouping of administrators responsible for the implementation of policies and best practices and for integrating internationalization activities and efforts across the university.

### **RECOMMENDATIONS:**

3. **Each College should identify its administrative officer responsible for international activities and include membership on the ICC as a responsibility. Additional members will include:**

- AVPI (Chair)
- Manager of International Recruitment
- Manager of the International Student Office
- Manager, Exchange and Study Abroad Office
- Global Relations Coordinator
- Manager of International Research
- Government Relations Officer
- Director of University of Saskatchewan Language Centre
- Chair, IACC

**Responsibility: IACC Chair, Deans**

**Target Date: July 1, 2009**

4. **The mandate of the ICC be as follows:**

- to consider the implementation of policies on internationalization;
- to gather and disseminate information on best practices regarding services to international students;
- to eliminate duplication of services/efforts;
- to share information and to ensure cooperation between central and College offices.

**Responsibility: Provost**

**Target Date: July 1, 2009**

Somewhat haphazardly, international visitors to the UofS may be appointed as “Visiting Scholars” through the College of Graduate Studies and Research or, if faculty, as “Visiting Professors” through the Office of the Provost. This is not only confusing to our visitors and to our own faculty and staff who seek to have them appointed, but results in difficulties in obtaining a complete list of foreign visitors.

### **RECOMMENDATION**

5. **The appointment of all visitors of international origin should be made as Visiting Scholars through the Office of the AVPI. A list of International Visiting Scholars should be maintained on the UofS main International webpage.**

**Responsibility: Provost**

**Target Date: Date of Appointment of AVPI**

### **A UofS Internationalization ‘home’**

“investigate opportunities to create a mixed-use facility designed to enhance international cooperation, collaboration, and activities for students and faculty (also proposed in the Core Area Master Plan and the Enrolment Plan)”<sup>6</sup>

A shortcoming of the UofS, identified by both internal and external audiences, is the absence of a ‘home’ for our international activities. This is evident in our administrative structures (noted in the beginning pages of this document by our governance arrangements and the absence of a specific office “in charge” of the international file) and the dispersal of central offices across the campus. The time is right to lay plans now to identify a physical space, a centrally-located **International Centre**, serving as the highly visible home and the focus for our international activities.

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<sup>6</sup> Globalism and the University of Saskatchewan, p.6.

This vision of an International Centre is not the current Global Commons which houses a student lounge, the International Student Advisor Office, and the Exchange and Study Abroad Office. Rather, a more expansive and inclusive International Centre would house, in addition to the above three, consolidate the broader range of services supporting internationalization including the AVPI, the International Research Office, the Global Relations Coordinator, and the International Recruitment Office. It could also be the focus for more extensive relationships with the many immigrant groups and associations in Saskatoon and the surrounding area —relationships that need to be fostered and that would certainly prove helpful in our attempts to recruit and welcome more international students and Visiting Scholars.

The International Centre would become the place to which all members of the UofS community as well as those outside the university turn for advice, guidance and assistance on matters international. The members of the International Centre would each shoulder the responsibility to create and maintain a range of educational and cultural activities that provide for a true internationalization of the UofS campus including one of the major places on our campus “for the celebration of, and encounters with, representations of societies and cultures from around the world”<sup>7</sup>.

One possibility would be to embed the International Centre into a newly developed residence (see pp. 25-26), but this would only be viable if the residence is centrally located on campus and particularly so if the proposed International Centre is to be housed within the residence. A more likely possibility is through the dedication of existing space. The University will complete the Academic Health Science project over the next several years, thereby creating some capacity for an International Centre within existing buildings.

#### **RECOMMENDATION**

- 6. Commit to the creation of a centrally located UofS International Centre, and instruct the Director, Integrated Facilities Planning, and the Planning, Space, and Development unit of FMD to prepare plans for this facility.**

**Responsibility: PCIP, BoG**

**Target Date: June 30, 2010**

#### **Integrating our Mission Statements**

Finally, the UofS prides itself in being a leader in the area of *integrated planning* but a most peculiar state of affairs exists with respect to the UofS Mission Statement and a separate International Mission Statement approved by University Council in 2000. The University Mission Statement, created in 1993, makes only passing reference to internationalization. By contrast, the University Council statement, available at [http://www.usask.ca/university\\_secretary/council/reports\\_forms/reports/06-01-00.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/06-01-00.php), is an expansive document with an outstanding ‘vision’ for internationalization at the UofS. The goals and objectives of the statement, approved by Council in June, 2000, are as follows:

### **INTERNATIONALIZATION AT THE UNIVERSITY OF SASKATCHEWAN MISSION STATEMENT GOALS AND OBJECTIVES**

The goal of internationalization of the University of Saskatchewan is to integrate an international dimension into its education, research and service activities in order to prepare the University community to live and work in an increasingly interdependent world. University internationalization would promote global cooperation where human survival,

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<sup>7</sup> *Globalism and the University of Saskatchewan*, p.9.

social justice, environmental integrity and humanitarianism prevail, while contributing to Canada's academic, cultural, economic, scientific and technological excellence.

Toward this end, the University of Saskatchewan must work toward fuller implementation of the following objectives:

1. to commit senior leadership, internal funding and organizational support to the enhancement of internationalization;
2. to infuse curriculum in graduate and undergraduate courses with international and intercultural material, ethically refracting global diversity;
3. to establish and maintain more opportunities for long term study and work abroad, including such initiatives as terms abroad, exchange agreements and work practica;
4. to encourage and value international courses and experiences for Canadian students, exchanges that include a phase of knowledge-sharing upon return;
5. to promote faculty and staff study, research and work abroad through individual, institutional and national programs, whereby participants contribute to University internationalization upon return,
6. to provide a welcoming and supportive environment for international students and other learners (researchers, interns, visiting faculty) to share their knowledge and to be a resource and catalyst for internationalization during their stay;
7. to promote foreign language study for development of functional skills and cultural appreciation;
8. to seek international development projects, supported by external funding, that provide opportunities to cooperate with foreign counterparts, and exchange technical assistance for capacity-building of partners;
9. to develop institutional cooperation agreements, connecting institutions for mutually beneficial academic and service purposes;
10. to encourage research to enhance internationalization that complies with community, national and international standards and protocols for conducting ethical research, and collaborates in effective global partnerships producing knowledge for widespread dissemination and setting up centers of excellence with an international focus;
11. to emphasize in course work and projects internationally relevant area and thematic studies that reflect cross-disciplinary faculty expertise and enhance international relationships;
12. to provide cross-cultural education and training to promote a proper valuing of cultural diversity and intolerance to racism;
13. to foster extra-curricular activities and institutional services such as various associations, events, offices that educate, support and communicate the obligations and opportunities attending internationalization within and beyond the University;
14. to extend a concern about international social justice to all aspects of the University's operations.

Since, the University Mission Statement was developed well in advance of the Council International Mission Statement, there is understandably no cross reference to the latter. This

needs to be rectified. More to the point, the University Mission Statement needs to be updated to reflect the international perspective and priorities of the UofS in 2008.

#### **RECOMMENDATION**

**7. Modify the University of Saskatchewan Mission Statement to respect the spirit and intent of the International Mission Statement.**

**Responsibility: University Secretary, BoG**

**Target Date: December 30, 2011**

### **Internationalization Priorities and Objectives**

The remainder of this document addresses the specific priorities and objectives identified in *Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan*. The document follows the outline of *Globalism and the University of Saskatchewan*, listing the **Section Titles in bold, green print, specific priorities in bold, blue print** with the accompanying text [from the foundational document] italicized. This is followed by a **REPORT ON PROGRESS**, a **COMMITMENT** made and/or a **NEED** identified, and a **RECOMMENDATION** for action. Responsibilities for the recommendations and target dates for completing them are provided where possible.

#### **Internationalizing the Learning Environment**

**Enhance the international content of curricula, in ways that are appropriate for programs in individual colleges and departments.**

*Colleges and departments are strongly encouraged to review their curricula to identify opportunities to augment and diversify international content. Among the many strategies that colleges should consider to enhance the international content of curricula are the hiring of faculty with international interests and expertise, the introduction of new international courses and interdisciplinary programs, and the development of international summer schools and workshops.*

Curricula are properly the responsibility of academic units and the faculty who teach them. *Globalism and the University of Saskatchewan* suggested that colleges and departments should consider several strategies to enhance the international content of the curricula:

- review their curricula to identify opportunities to augment and diversify international content;
- hire faculty with international interests and expertise;
- introduce new international courses and interdisciplinary programs; and
- develop international summer schools and workshops

#### **NEED:**

Unfortunately, when the Foundational Document was written and approved there were no data available regarding the number of international “courses” or faculty in our academic units and it is impossible to determine whether any progress has been made on these fronts since 2003. In discussions with Deans and others, the Special Advisor was apprised of specific courses such as one in the College of Law involving the instructors and students from the UofS and counterparts from a non-Canadian university, initiatives such as the new, online Master’s Program in International Trade now offered through the Johnson-Shoyama Graduate School of Public Policy) and of the hiring of a considerable number of international faculty members. Going forward, several activities should be undertaken to make it much more likely that the UofS will have a more international curriculum and that this will be advertised widely.

All academics are well aware that course development comes at a cost of time and energy and it is highly appropriate that the UofS set aside a sum of money to support the goal of internationalization of the curriculum. An example of support has been provided by the Business School at the University of Texas at Austin that, beginning in 2004, annually provides six grants of \$1000 to encourage faculty teaching within the MBA program to make modifications to existing courses.

**RECOMMENDATIONS:**

- 8. Each College should provide, to the Provost's Office, a list of its international programs and courses, which should be annually updated. The catalogue of all college programs and courses should be updated regularly and posted in a prominent location on our international webpage. The catalogue would be useful in the context of a proposed International Certificate program (see Recommendation 16).**

**Responsibility: Deans, AVP Teaching & Learning, AVPI**

**Target Date: Annually commencing October 30, 2009**

- 9. A database of faculty and staff with international interests and expertise, including the ability to speak a language or languages other than English, should be created and updated annually (note that this is not limited to faculty/staff educated abroad). The database should be publicly available and prominently displayed on the International webpage. Academic units should identify the international experiences of faculty on their own webpages and provide a link to the International webpage.**

**Responsibility: Deans, AVPI**

**Target Date: Annually commencing December 30, 2009**

- 10. Deans and Department Heads should engage their faculty members in discussions on internationalizing the curriculum which may be achieved by modifying the content of existing courses to include international context or data and/or by adding international courses. Our focus should be on making our programs distinctive and innovative such that they will be attractive to Canadian and international students. In this way, academic units can fulfill several objectives of the UofS international agenda. The Gwenna Moss Centre for Teaching Excellence will provide support to faculty as they work to internationalize their own courses.**

**Responsibility: Deans, Heads, AVP Teaching & Learning, AVPI**

**Target Date: December 30, 2010**

- 11. Establish an International Curriculum Fund in the amount of \$25,000 available annually over a five-year period. Providing grants in amounts commensurate with the scope of the proposed curricular change and with a requirement of matching funding from interested Colleges, the university would see a sizeable increase in the number of courses with significant international content over the life of the program.**

**Responsibility: PCIP**

**Target Date: Annually commencing October 30, 2009**

- 12. To increase awareness of the need of international programming and to help maintain the catalogue recommended above, college Programs Committees and the Academic Programs Committee of Council should add a section on new Program and Course forms requiring comment on the international content, if any.**

**Responsibility: APC, AVPI, AVP Teaching and Learning**

**Target Date: June 30, 2010**

13. Those with administrative responsibilities in Search and Appointment processes in the hiring of new faculty should ensure that an appropriate discussion occurs prior to the authorization to fill a position about the wisdom/necessity of recruiting and hiring someone with international experience or background.

Responsibility: Deans, Department Heads, Vice Provost

Target Date: June 30, 2010

14. An “International Certificate” program should be designed to grant credit to students who complete an agreed set or number of international activities, which, for example, could include appropriate coursework, a study-abroad experience, and/or international research or development work involving a significant amount of time spent in an international arena. The Certificate should be designed such that it can be obtained by completing existing (rather than in addition to existing) degree requirements. The creation of the program would also be the opportunity to achieve the goal in the International Mission Statement “to encourage and value international courses and experiences for Canadian students, exchanges that include a phase of knowledge-sharing upon return”. The latter activity could be given significant meaning by creating, in each college, a credit course that involves knowledge-sharing of international experiences through presentations in classes and other public arenas. A student completing the program would receive an International Certificate and have this noted on the transcript.

Responsibility: IACC, Registrar.

Target Date: December 30, 2010

## COMMITMENT

The Gwenna Moss Centre for Teaching Effectiveness (GMCTE) will take the lead on supporting faculty in their efforts to internationalize their curricula. GMCTE will develop a workshop series on internationalization and offer it 2-3 times per year for as long as demand exists. The workshop series will be conducted by centre staff involving, where possible, faculty members such as the Scholars for Diversity group. In addition to offering these workshops within the centre, requests to put on workshops within academic units will be met; taking the message to departments and to non-departmentalized colleges will ensure maximum coverage of the campus.

### Workshop Series:

- Overview of Internationalization (1 hour)
- Best Practices in Internationalization (2 hours)
- Assessment Techniques (2 hours)

### Objectives:

By the end of the series, participants will be able to:

- Analyze the needs of current students
- Relate the typology of internationalization of curricula to their content area
- Choose teaching methods consistent with the goal of internationalization
- Apply best practices in course and program design

To assist with the development of this series, a consultant will be hired to work with centre staff and representatives of the Scholars for Diversity group. Additionally, the consultant will initiate an awareness campaign, by offering a campus-wide lecture/seminar to inform the campus community of the internationalization initiative. A GMCTE staff member will be encouraged to complete the International Educators Training Program as a means of networking and learning best practices from others in Canada.

In addition to the workshop series, the knowledge gained will be integrated into other programs and

services offered through the Gwenna Moss Centre.

The Gwenna Moss Centre will cover the cost of the workshop series as part of their regular faculty development offerings. The only additional costs will be to bring in an outside consultant to work with staff and faculty to develop expertise and specific workshop content as well as to kick off the awareness campaign.

#### **RECOMMENDATION**

**15. Increase the GMCTE annual budget by \$10,000 to support the workshop series on internationalization.**

**Responsibility: Director, GMCTE, PCIP**

**Target Date: June 30, 2009**

**Facilitate more interaction among international and Canadian students on campus, so as to encourage inter-cultural understanding (learning and appreciation of diversity).**

*Despite the existence of several large, effective programs supported by the International Student Office, many international students continue to feel isolated socially from their Canadian counterparts. The establishment of a Global Commons would provide a venue conducive to mutual learning and social interaction among international and Canadian students, and consolidate services related to international activities that are currently scattered across campus.*

#### **REPORT ON PROGRESS:**

The creation of the Global Commons brought together the Exchange and Study Abroad Office and the International Student Office in Lower Place Riel. The Global Commons includes office space for student groups, a training room and a student lounge.

The emphasis of the Global Commons is on providing support for international students and student mobility, and upon the goal to “[F]acilitate more interaction among international and Canadian students on campus, so as to encourage inter-cultural understanding (learning and appreciation of diversity)”. The co-location of the Exchange and Study Abroad Office and the International Student Office enabled the two units to work more closely together on such activities as pre-departure orientations and the peer mentoring “Buddy Program”.

Internal to SESD, the inclusion of International Recruitment and Admissions, the ISO and ESAO enabled improved integration of student support services, including counseling support and tailored employment training, and provided the opportunity to improve communications for recruitment and inbound students. Externally to the division, SESD has financially supported some USLC recruitment efforts, streamlined the U of S admission process for USLC students and recently set up an entrance award program for exemplary USLC students. SESD also worked with USLC to enable their students to have access to ID cards and e-mail accounts, and to PAC, Library and SESD student services. USLC has also been using space in the Global Commons for some activities, has been involved in the planning stages for the potential new space for the Global Commons, and will have a permanent presence as the Global Commons moves to new, expanded quarters.

With principle campus and community stakeholders and enthusiasts in internationalization, the ISO/ESAO have chaired the planning committee for International Week, and hosted sessions on mobility opportunities and travel preparation, risk management and international partnership development. The offices have regularly supported events organized by international student associations and clubs, provided cross-cultural sensitivity training to staff and faculty, and acted as consultants and advisors in

matters where cross-cultural conflict may be a factor. However, one of the most important successes in the creation of the Global Commons may be as it is best known to some students: a place to congregate over lunch, have meetings, host events and interact with both Canadian and fellow international students. It is also important to note that the location will be moved as part of the Place Riel renovations, and that a central gain in this relocation is that the student area of the Global Commons will increase considerably.

**NEED:**

The Global Commons cannot break down, by itself, the social isolation experienced by some of our international students or lead to a significant increase in interaction between Canadian and international students. Discussions held by the Special Advisor with counterparts from other universities suggest that this is a universal phenomenon and one no university has managed to completely solve. **The most appropriate method to facilitate such interaction is in the classroom and lab and through other opportunities such as “learning communities”, study groups and peer mentoring programs run in collaboration with other units on campus such as the ISO or GMCTE.** For example, in arranging in-class discussion groups or lab partners, partnering an international student with a Canadian student can be one way to facilitate interactions. Willing Canadian students could be paired with international students to assist the latter to learn about local norms and expectations, how and where to seek assistance, interpretation of colloquialisms and idioms and so on. International students could be paired with Canadian students planning study-abroad programs to learn about the countries and cultures they will explore. We can and should be strategic in structuring interactions such that domestic and international students are more likely to work together towards common goals.

**RECOMMENDATION:**

- 16. Faculty and academic units should consider how best to facilitate interactions between international and Canadian students in academic settings. The Gwenna Moss Centre for Teaching Excellence will consider this matter within the workshop it plans to deliver on Best Practices in Internationalization. The ISO will be an important collaborator in these efforts.**

**Responsibility: Deans, Heads**

**Target Date: December 30, 2010**

The UofS joins many other universities in celebrating its international activities during International Week. The main objective of International Week is “to raise greater awareness on our campus and in the broader community about wide-ranging global issues that affect our lives.” International week is employed in the service of many initiatives identified in *Globalism and the University of Saskatchewan*, including encouraging Canadian students to consider international issues and study abroad opportunities, bringing together international and Canadian students in a variety of settings, and advertising and celebrating the successes of faculty and students in international research and development projects.

International Week is organized by a committee of volunteers coordinated through the ISO. Each year the organizing committee must request support from Deans, Vice-Presidents and others, belying its obvious prominence on our campus and demonstrating that it is inadequately financed.

**RECOMMENDATION:**

- 17. Provide a base budget of \$10,000 to support International Week.**

**Responsibility: PCIP**

**Target Date: December 30, 2010**

**Support initiatives for the University to host visiting speakers, conferences, and workshops on international subjects and/or with broad international participation.**

*Initiatives that bring world-class scholars to the University of Saskatchewan not only inspire and educate our own faculty and students but also contribute to the enhancement of the University's profile as an institution known internationally for excellence. To support these initiatives, the University and Colleges should offer additional seed money for such initiatives, encourage faculty to initiate these events and seek external funding for them, and strengthen publicity mechanisms to encourage large, broad-based attendance.*

**REPORT ON PROGRESS:**

Since *Globalism and the University of Saskatchewan* was approved in 2003, a University Conference Fund has been established. Although not targeted solely to international subjects, the program grants funding in the range of \$250 to \$5000 on a competitive basis to support conferences and workshops that promote one or more of: research, student scholarship, public outreach, teaching, or enhanced administrative performance. Applications for conference funding are adjudicated based on a variety of criteria including:

- the impact of the conference workshop in areas such as research, student scholarship, public outreach, teaching, or administrative performance;
- ability of the conference to attract national or **international** speakers (**bolded for emphasis**) and participants of significance in the relevant field or area;
- significance of the conference theme to the University of Saskatchewan;
- a realistic budget and proposed program.

**NEED:**

To improve our international reputation and to promote more contacts with international scholars and students we need, among other things, to bring more international visitors to our campus. One way of accomplishing this is to hold more international conferences on campus. The Conference fund needs to be supplemented to do so.

**RECOMMENDATION:**

- 18. Increase the Conference Fund by \$50,000 over the next 4 years, with a long term goal of tripling the number of international conferences at the University of Saskatchewan.**

**Responsibility: PCIP**

**Target Date: June 30, 2012**

A second method is to attract visiting academics from elsewhere to spend a considerably longer period of time on our campus as a Visiting Scholar. Being as remote as it is from the large population centers in Canada and the United States, the UofS is often by-passed by scientists and academics visiting Canada from foreign countries. Our students and faculty do not have the kind of regular and easy access to international scholars—and their innovative ideas and important findings—that our counterparts in Southern Ontario and Vancouver have, for example. Increasing the number of Visiting Scholars to the University of Saskatchewan is a cost effective means to achieving a number of the University of Saskatchewan's goals around international engagement. We could attract many more international Visiting Scholars by providing financial support for such scholars on academic leave who agree to spend a term or a year at the UofS. A requirement of financial support would involve teaching a course and/or contributing to a number of activities such as cross-disciplinary seminars and public lectures in order to broaden the benefit of their presence on campus. This program would enhance the reputation of the University of Saskatchewan and serve to initiate and support collaborative project development and graduate student exchanges. The program would also facilitate the establishment of partnerships and

linkages with the home institutions of Visiting Scholars that will ultimately lead to the identification of new opportunities for collaborative international project development.

**RECOMMENDATION:**

- 19. Establish a fund of \$50,000 to provide stipends for International Visiting Scholars. The details of the program would be developed by the AVPI in consultation with the IACC, subject to the approval of PCIP.**

**Responsibility: AVPI, IACC**

**Target Date: One year after the appointment of an AVPI**

**Enhancing International Academic Mobility**

**Strengthen systems to ensure that students are properly prepared for studying abroad, including selection procedures, orientation programs, and emergency response protocols.**

*By enhancing central administrative structures for this purpose, the University will assist colleges, departments, and faculty to ensure that students studying abroad are well prepared and supported. Institutional support to enhance opportunities for training in international languages is critical to the development of strong study abroad programs.*

**REPORT ON PROGRESS**

An increasing number of our students are studying internationally, either through organized exchange and other study abroad programs or through other opportunities for international research and engagement. The University has an important duty of care to our students when they are involved in these activities. We also have a responsibility to help train and support our faculty to offer safe programs abroad for our students.

The Exchange and Study Abroad Office was created to increase awareness of, and successful participation in, study abroad activities. The ESAO serves as one of the primary points of contact for any student interested in international opportunities, provides central coordination for student exchange, coordinates the preparation of students on issues of international health and safety, and offers centralized services to faculty/College delivered study abroad programs when faculty choose to access assistance. The office encourages Colleges to develop specific initiatives that reflect faculty interests and strengths and meet the needs of its student body. The office acts as the primary liaison with potential and current student mobility partners abroad.

The selection procedures for study abroad can be divided into two general categories: Exchange students and term abroad programs, and taught abroad programs.

For exchange and term abroad, students submit a preliminary application form that includes 2 academic references, a Statement of Purpose, transcripts, Language assessment (if intending to study in a language other than English) and a resume. Beginning in 2008, students must also submit a preliminary budget and study plan for the institutions they list.

Students selected to participate in these programs are those who:

- have completed or are in the process of completing 60 credit units at the time of application;
- have a 70% average or higher;
- are registered as a full-time student prior to and throughout the duration of your exchange program
- are personally suitable (identified through an interview)
- have available finances

-are academically suitable/fit for placement at the host university

The shorter term taught abroad programs are led by individual faculty members who establish their own selection criteria and process. The Exchange and Study Abroad office will participate/support this process at the request of the faculty.

Students intending to study abroad in a foreign language can study French, German, Spanish, Russian or Ukrainian languages, literatures and cultures within the Department of Languages and Linguistics. An alternate, more informal, approach is to register at the University Centre for Second Languages for language instruction. The USLC provides 10-week Conversation Courses, at various levels depending on competence, in French, Spanish, Italian, German, Portuguese, Greek, Japanese and Mandarin. Students can develop their oral and verbal skills in the language lab and borrow books, tapes, videos, and magazines from the library.

An *International Travel Risk Management policy* and related procedures were developed and set out minimum risk management requirements for University-approved international activities involving students. Key aspects include central registry of personal information, risk assessment and site selection, mandatory pre-departure orientation, insurance, waivers/releases, and emergency/contingency plans. The requirements of the policy is consistent with the practices of universities in Canada and the United States, and the University provides limited support, i.e. forms, guidelines, and advice for planning and program development, through Global Commons, Risk Management and Insurance Services, Global Relations, Research Services, and international coordinators in colleges.

**NEED:**

However, **additional resources are required** to support units to address current gaps and anticipated expansion of international activity. Risk Management and Insurance Services provide the best support they can in difficult circumstances, i.e. limited staffing and a very large, complex mandate. Similarly, Global Commons has been under-staffed and unable to implement full-operation support in areas such as the maintenance of an effective database for students travelling abroad. Understaffing potentially increases risks for students and exposure to liability for the institution. Additional staffing is required to provide for:

- Increased communications, training and other resources for colleges and units to raise awareness and improve capacity for risk assessment, mitigation, emergency preparedness and contingency planning. This should include development of online resources, additional planning tools, and more regular presentations by internal staff and external consultants/specialists;

- Continued development and implementation of an effective online central travel registry to support emergency response. A database of students and staff who travel abroad is extremely important for risk-management. The current paper registry is inadequate for our needs - particularly now that the numbers of programs and participating students is growing so rapidly. We must have a registry system with complete records for all participating students, and permitting anyone with authority to access the records in minimum time. At present, not only does full redundancy not exist, but also certain coordinators resist having this documentation filed centrally. This is problematic not only for reasons of access but also because of uncertainty about the completeness of records that have not been received and vetted.

- Development and availability of an international emergency/crisis team to provide institutional support to employees and students abroad – Designated team members must be well-trained, with redundant capacity to respond to emergencies on a 24/7 basis, and senior administrators should receive training concerning their roles.

**RECOMMENDATION:**

- 20. Create a 1 FTE Travel Risk Management Specialist (ASPA Specialist 2) position to manage the communications/training and development of resources to increase our risk assessment capacity and management for study abroad and exchange programs. The position should be used to harmonize risk management programs for international travel and research/field work in Canada. The position would provide ongoing management of the International Travel Registry.**

**Responsibility: Risk Management and Insurance Services Manager; ESAO Manager**

**Target Date: June 30, 2010**

**Expand student participation in study abroad programs, so as to provide students in all colleges with enhanced opportunities for diverse forms of experiential learning.**

*Increasing student participation in study abroad programs will entail seeking ways to alleviate financial and other barriers (especially inflexible program requirements and transfer credit recognition) that limit student participation. As the number of students studying abroad increases, the University will need to increase its allocation of resources for international study bursaries available for students with limited financial means.*

**REPORT ON PROGRESS**

The specific target identified in Globalism and the University of Saskatchewan was “doubling, from 150 to 300, the number of students in study abroad programs internships, taught abroad courses, and other programs.” We have made good progress towards reaching this goal: in 2003, there were approximately 43 inbound exchange students, 17 outbound exchange students and 150 study abroad students. In 2007 we had 75 inbound exchange students, 59 outbound exchange students and 281 study abroad students. These numbers do not include undergraduate students who receive Letters of Permission to study on their own at another university, or graduate students who study abroad.

**NEED:**

The UofS provides support for some student travel--\$500 to top-qualified applicants—but even these limited funds are inadequate given the numbers of students now seeking to study abroad. Moreover, to encourage our best students to study abroad, we need to provide better support by recognizing the actual costs of international travel and living.

**RECOMMENDATION:**

- 21. Increase the budget of the Study Abroad Assistance Fund to a minimum of \$50,000 immediately, followed by increases of \$25,000 per year to reach a total of \$250,000. The Director of the Study Abroad and Exchange Office should implement a financial support program which clearly differentiates between term/year long Exchange programs and shorter Study Abroad programs to more adequately recognize the increased costs of the former.**

**Responsibility: ESAO Manager; PCIP**

**Target Date: December 30, 2009**

At the UofS, approvals of transfer of credit are reportedly cumbersome, time-consuming, and full of pitfalls. This seems to be as true for courses taught at other Canadian universities as it is for courses taught in other countries. We must do better if we hope to attract students completing the first year or two in colleges or universities in other provinces and especially if we want our own students to study abroad.

**RECOMMENDATION:**

**22. Review the arrangements for transfer of credit approvals with the view to the implementation of a more timely and efficient system.**

**Responsibility: AVP SESD, Academic Programs Committee of Council**

**Target Date: December 30, 2010**

**Expand the range of programs and opportunities for students to study abroad, through the development of new exchange agreements, additional taught abroad programs, and other suitable learning opportunities.**

*Exchanges, taught-abroad programs, and internships offer a diverse set of learning opportunities for students who have different needs and objectives. Individual colleges will take the initiative to develop international learning opportunities best suited to the learning needs of their students.*

**REPORT ON PROGRESS**

Good progress has been made in expanding the number of programs available to students. In 2003, the University of Saskatchewan had exchange programs at 35 universities in 14 countries. In 2007-2008, we had exchange programs in 58 universities while, through the National Student Exchange, UofS students can also study at one of 150 universities in the U.S. This totals over 200 total opportunities for exchange students in 18 countries.

The ESAO acts as the primary liaison with potential and current student mobility partners. In order to provide better information to prospective study-abroad students, the ESAO has launched a re-designed web presence <http://students.usask.ca/academic/studyabroad/>. An on-line application and tracking program has been created to provide improved service to students.

**NEED:**

There is no policy governing central support for study-abroad, specifically the more expensive term-abroad programs involving extensive UofS faculty/commitment and time. This is already problematic and will become more so as more of these programs are developed.

**RECOMMENDATION**

**23. Develop a policy governing central support for UofS study-abroad programs.**

**Responsibility: IACC**

**Target Date: June 30, 2010**

**Encourage individuals involved with university governance, faculty, and staff to take part in international exchanges with counterparts in other institutions.**

*Two-way exchanges of personnel encourage our faculty to develop new interests and insights, and help to support capacity-building initiatives involving our partner institutions in developing countries. Structures to facilitate faculty and staff exchanges should be integrated, wherever appropriate, into new agreements signed with partner institutions abroad.*

**NEED:**

The UofS has many exchange agreements with international partner institutions. These agreements typically refer to exchanges of students and/or provide for short or long-term visits by faculty. However, despite clear benefits that might accrue if those who facilitate such visits understand the 'culture' of our partners, there is a clear lack of wording in agreements that would provide for exchange of staff who work at the partner institutions.

## RECOMMENDATION

24. **Insert where possible, short-term exchanges of appropriate staff members into agreements between the UofS and its international partners. The template for such agreements should be modified to include suitable wording.**

**Responsibility: Global Relations Coordinator**

**Target Date: June 30, 2009**

### Promoting the Academic Success of International Students

#### **Strengthen the recruitment system for international students to meet the objectives set out in the Enrolment Plan.**

*A review is needed of staffing and financial requirements in International Recruitment to ensure that this branch of Student and Enrolment Services Division has the resources needed to recruit effectively in traditional source areas and to expand into new and emerging markets. Specific recruitment questions such as student diversity, outlined in the Enrolment Plan, need to be addressed.*

## REPORT ON PROGRESS

The UofS Enrolment Plan approved in 2003 set a target of 7% international undergraduate student enrolment -- considered the average percentage of international undergraduate students in comparable institutions across the country. At that time, 3.7% of UofS undergraduate students were of international origin. Commencing in 2004, PCIP made a series of budgetary additions to SESD to permit the creation of the International Recruitment Office and the employment of reputable agents abroad who recruit students on behalf of the UofS. SESD has responded by:

- working with colleges to increase international student quotas in some key programs;
- identifying six target markets: China, India, Eastern & Central Europe, Southeast Asia, Middle East, Africa, Latin America, and the Great Plains states in the USA;
- increasing recruitment abroad activities from one trip annually (to Malaysia) in 2004 to an extensive and diverse set of recruitment activities over the past 2-3 admission cycles including 175 days of recruitment activity in 18 countries in 2007-08;
- increasing support in admissions to improve service standards, follow-up and admission decision-making time for applicants;
- establishing an extensive network of over 60 international recruiting agents, and modified the manner in which the fees for these agents are paid;
- financially supporting USLC's international recruitment activities, and have closely coordinated our respective recruitment activities.
- investing in developing targeted international recruitment materials (brochures, etc.)

Delays due to the reorganization of SESD and the time required to hire a Director of Enrolment and to create an Office of International Recruitment meant that enhanced recruitment of international students did not begin until 2005, making the University of Saskatchewan a relatively new player in a very competitive market. Staff turnover has further hampered recruitment efforts including the development of a recruitment plan. Consequently, as demonstrated in the table below, international undergraduate enrolments have remained relatively static since 2003. The proportion of international undergraduate students has risen from 3.7 to 4.2 during this period, but this is more a consequence of reduced total undergraduate enrolment than any significant change in international enrolment. At the current undergraduate enrolment level of 16,100 students, international undergraduate enrolment would have to increase by 450 students to reach the 7% target. However, if enrolments by Saskatchewan high-school

graduates decline as predicted, the number of international students we will need to recruit will be even larger and they will form a larger percentage of the student body, in order to maintain overall enrolment at the current level.

**Undergraduate Enrolments 2003-04 through 2008-09**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
<b>Undergraduate Headcount</b>	<b>17005</b>	<b>16931</b>	<b>16637</b>	<b>16487</b>	<b>16446</b>	<b>16104</b>
<b>International Headcount</b>	<b>633</b>	<b>661</b>	<b>661</b>	<b>617</b>	<b>667</b>	<b>679</b>
<b>% International Enrolment</b>	<b>3.7</b>	<b>3.9</b>	<b>4.0</b>	<b>3.7</b>	<b>4.1</b>	<b>4.2</b>

It is widely recognized that international student recruitment is not a “tap” that can simply be turned on at will with the expectation that the students will instantly begin flowing. Other institutions’ experience is that it takes about 3-5 years of continued presence in any new international market before tangible results emerge. Moreover, while we have invested considerable resources into International Recruitment & Admissions by UofS standards, we are a very small player with a very modest recruitment program by the standards of some Canadian universities and, especially, universities in Australia, the United Kingdom and the United States. As we increase our resources, others are also investing more, signaling how competitive this market is.

Finally, we have become highly reliant on students from one country and/or one language group as fully 40% of our international students speak Chinese as a first language. Although we have students from over 80 countries, in most instances there are but 1-2 students from each country, which, surely, does not meet our goal to have a diverse undergraduate student population. Our second Integrated Plan recognizes that “A diverse learning environment – particularly one that has achieved a “critical mass” of underrepresented individuals – helps members of the University community to challenge stereotypes, learn about other perspectives, and develop complex critical thinking skills. It better prepares them to become active citizens and leaders and equips them to live as members of an international community.” Thus, as we recruit more international students it will be important to pay careful attention to ensure that there is a broader and deeper representation of world cultures and language groups amongst our student body. It will be equally important to ensure that international students are found in all parts of the university in order that they and Canadian students can interact more frequently and more fully and fulfill the directive to “facilitate more interaction among international and Canadian students on campus, so as to encourage inter-cultural understanding (learning and appreciation of diversity)”, the subject of Recommendation 15.

An Enrolment Task Force, led by the Associate Vice President Teaching and Learning who is assisted by six integrated planning commitment leaders, is considering how the UofS can meet its enrolment objectives. The Task Force has identified nine factors (including, for example, quality and relevance of academic programming, admissions policies and practices, the campus environment, student support) that influence enrolment and will be considering how we can best improve our performance on these factors. The work of the Enrolment Task Force will supplement and expand on some of the observations and conclusions drawn in this document and will no doubt help the UofS reach its international student enrolment target.

The Government of Saskatchewan is developing a provincial ‘strategy’ to promote K-12 and post-secondary education in foreign markets; the UofS continues to work with the Ministry of Advanced Education, Employment and Labour to develop and implement the strategy.

**NEED:**

The UofS must pay careful attention to the positioning of the UofS within the Canadian and Saskatchewan context by identifying and advertising those programs that are unique, innovative and

cross- or multi-disciplinary; in short, attractive programs that set us apart from other universities seeking to attract domestic and international students. In addition to targeting our recruitment efforts to those countries with large numbers of potential students, we can also concentrate on those parts of the world that have similar geographies and climates as our own, for we have much to pride ourselves on in terms of the knowledge generated by our research that will be helpful to others. Our advertising should reflect the improvements we are making to the student experience inside and outside the classroom, and the provision of more and better services to students.

The USLC could and should be a big part of the UofS strategy to recruit more international students. Students studying at the USLC are a natural recruitment 'audience' for the UofS. Indeed, many attend the USLC with the intent of applying for admission to a program at the UofS after completion of their USLC programs of study and approximately 80% subsequently register as UofS students.

We must develop a strategy to recruit the number and kinds of international students we need at the UofS for a diverse student body.

#### **RECOMMENDATION**

- 25. The Director of Enrolment and the Manager of International Recruitment, in consultation with the Enrolment Task Force, the AVPI, the IACC and the USLC, should revise and update our recruitment plan for International undergraduate students. The plan should take into account the realities of Saskatchewan demographics and projections of the numbers of available domestic and international students, reflect the desire of the university community for a diverse group of such students and the directive that "given our sense of place, recruitment efforts should be emphasized for countries where there is a commonality of interests." The recruitment plan should actively consider establishing formal agreements with the several, reputable institutions in Canada providing English-language instruction to foreign students.**

**Responsibility: Director of Enrolment, Manager of International Recruitment, AVPI, Director of USLC**

**Target Date: December 30, 2010**

It is widely reported that most students, domestic and international, use the internet to obtain information about potential universities and programs. While the UofS International webpage has improved dramatically in the last year or so, it is important that it be continuously updated and upgraded.

#### **RECOMMENDATION**

- 26. Maintain the University and International WebPages at a high standard. Comparisons with other universities known to be successful in recruiting international students should be made to determine best practices and the site should be 'tested' by a cadre of our own international students to ensure it meets their needs and is user-friendly.**

**Responsibility: AVP SESD, Registrar, IT Director,**

**Target Date: December 30, 2009**

There are other impediments to seriously increasing our international undergraduate enrolment. There are some programs that are in demand (for example, in Engineering, Commerce, Computer Science, and Economics programs), but where there is limited or no extra capacity. The UofS will need to consider whether to add capacity in one or more of these areas.

## RECOMMENDATION

27. **The Task Force on Enrolment should consider the issue of demand for existing programs by international students and the capacity to admit more such students into these programs.**

**Responsibility: AVP Teaching & Learning**

**Target Date: December 30, 2010**

In areas of the university where some capacity may exist or become available as the numbers of students graduating from Saskatchewan high-schools decline, our current line-up of programs is not distinctly different from most other Canadian universities. Since the UofS is little known beyond the Saskatchewan borders, and our harsh winter climate is an additional barrier to overcome, UofS recruiters have to work much harder than those from other universities. Recommendation 10 above urges the Deans and Department Heads to lead discussions on internationalization of the curriculum and making our existing programs distinctive and attractive to prospective students.

A major problem for us is our ability to offer a room in residence for only a small number of incoming international students. While our residences house only 6% of the student body, over 400 international students (undergraduate and graduate) stay in residence; this represents 30% of our international study body and 34% of all available residence places. Many more of our international students also prefer a place in residence but cannot be accommodated. It is not surprising to learn the reluctance of many students who, often for the first time in their lives will be away from their homes for an extended period, to travel thousands of miles without knowing where they will live. Students who do commit to make the journey face the chaotic housing market in Saskatoon where the vacancy rate has been lower than 1% in recent years. **This is a serious problem for the UofS and one that must be tackled and solved.**

Saskatoon has had a history of low rents and high vacancies making constructing and operating residences unfeasible on a cost recovery basis, but the student housing situation in the city has changed dramatically in the past two years. The December 2007 Canadian Mortgage and Housing Commission Rental Market Report revealed a 14% increase in average rents from October 2006 to October 2007. During the same period the average vacancy rate declined from 3.2% to .6%. This has been particularly problematic for students in finding low-cost housing. CMHC forecasted a continuing decline in overall average vacancy rates and a sharp increase in average rents in Saskatoon for 2008.

Staying in a residence, particularly in one's first year, is thought to be an important part of the student experience. It is an opportunity for the student to build relationships that may last a life-time, to become more involved with extra-curricular activities, and to establish a strong connection to the university. Moreover, there is evidence that living in residence improves the likelihood of student success. The overall first year rate of student attrition at the University of Saskatchewan (UofS) is 23.8%, while only 15.7% of residence students leave in the first year. On average, first year students in residence are more successful academically, and report a better overall experience in their first year of studies.

There is a strategic opportunity at the UofS to develop student housing that is suitable for international students. There are preliminary plans underway for both undergraduate and graduate student developments, both with the understanding that the planning for new student residence buildings must make diversity and international student needs a priority. The optimal residence model for international students would be an apartment-style complex in a location close to the campus core focusing on a mix of International and North American students. If this proves to be possible then it may well be worth considering creating space within the residence itself for the proposed International Centre.

The recent announcement of a partnership with Meridian Development Corporation in a plan to build up to 200 new four bedroom housing units for students is very good news. However, this project and others like it must be brought to fruition and policies enacted to guarantee spaces for incoming international students before we will see many new international students in our classrooms.

#### **RECOMMENDATION**

**28. Considering the number of international students that the UofS must attract to maintain overall enrolment at the current level, develop and implement a residence plan that will allow the UofS to offer residence space to all first-year international students, and to larger percentage of international students generally, while maintaining the practice of housing Canadian and international students together.**

**Responsibility: VP Finance & Resources, Director of Consumer Services**

**Target Date: June 30, 2011**

In order to meet our goal of having a diverse body of students, the UofS must identify sources of funding to support scholarships for highly-qualified but needy students. Two high profile entrance scholarships for international students have been created and, as of 2007-08, all international students are included in the pool of candidates for scholarships based on academic performance, but much more needs to be done.

#### **COMMITMENT**

University Advancement will continue to seek support from alumni and other donors for the University's international initiatives. In particular:

- The Annual Giving program will identify and solicit donors to support specific international initiatives identified by Colleges on an annual basis, commencing no later than 2010. The purpose of this solicitation will be to attempt to develop a permanent donor constituency for international initiatives.
- Donors with greater potential will be engaged in discussions about support for projects and initiatives that kindle their personal interests while supporting the University's objectives.
- play active roles in restructured alumni networks designed to enhance the University's presence in strategic geographic areas; and
- engage with University officials travelling on University business in key international locations.

#### **RECOMMENDATION**

**29. Colleges should review the terms of those scholarships available to their students. Scholarships currently available to international students should be used to recruit qualified students. Where possible, scholarships restricted to targeted groups should be expanded to include international students.**

**Responsibility: Deans**

**Target Date: December 30, 2009**

**Enhance the support systems for international students studying at the University, to help them achieve academic success, social inclusion, and personal satisfaction.**

*Using resources from the international student differential tuition, support systems must be strengthened at the departmental level (e.g., teaching resources), college level (e.g., student advisors), and University level (e.g., International Student Office), in order to enhance the success of international students enrolled at the University of Saskatchewan. The strengthening of support systems includes not only the allocation of sufficient staff and financial resources, but also training programs to help faculty and staff to work more effectively in assisting international students.*

## **COMMENT**

Among several reasons that could be advanced for charging a differential tuition to international students, one would be to pay for the additional services provided to them. As newcomers to Canada and to the UofS, international students face challenges that Canadian students do not and, hence, depend more on faculty and staff for guidance and feedback. Traditionally they have been heavier users of student services like those provided by the International Student Office, Student Health Centre, and Student Counselling Services.

It would be difficult and expensive to determine the costs of services provided to the average student, but in the absence of that information we must ensure that we are providing a level and quality of service that provides our students with the opportunity to succeed. As international student numbers increase, the pressure correspondingly rises on the service providers in centralized offices and in the colleges. We must be prepared to respond to those increased pressures in order to better ensure the success of our students.

## **REPORT ON PROGRESS**

Historically, colleges received an annual supplement to their budgets based on the proportion of 3 cu enrolments of international undergraduate students. The supplements originated from the revenues from differential tuition paid by international students. Commencing in 2003, supplements were rolled into the base budgets of colleges, some of which was converted into faculty and staff positions. Another component of the differential tuition revenue was used to provide support to the International Student Office, the Exchange and Study Abroad Office, and to create the Global Commons.

Recent changes to the job classifications and duties of staff in the ISO enabled increased service such that many students have received one-on-one advising on issues related to adaptation to Canada, Saskatoon and the UofS, immigration and settlement, and finances, including emergency loans. With Student Counseling and other units on campus, ISO staff has been able to help de-escalate international student crises that might have otherwise led to unfortunate and even tragic results. The ISO has provided workshops on immigration documentation required to study and work in Canada, international tax office filing and Saskatchewan Health Coverage. Spouses of international students and university faculty and staff have also accessed this specialized advising on cross-cultural adaptation, immigration and settlement.

The ISO has undertaken a number of initiatives on its own, in collaboration with other units on campus, and in partnership with organizations off-campus in order to further address the wellbeing and success of international students. In terms of pre-arrival and arrival support, the ISO and International Recruitment and Admissions have begun working to provide accurate and useful information to new international students. The ISO worked with Student Residences and the USSU with respect to housing assistance, and engaged volunteers, student associations and clubs in helping new students with their settlement needs. The office also set up a kitchen supplies exchange and winter clothing swaps. Until recently, students received driver's license translations and notary public, services now available in the community.

Programming has developed significantly over the past five years. The annual International Student Welcome event and Reception adjusted to meet the needs of a growing, new generation of international students. The ISO provided funding and assistance to international student clubs and associations and, up until two years ago, offered a Leadership Retreat. With the development of the Global Commons, the ISO began a well subscribed peer mentoring "Buddy Program" and collaborated with the ULC to implement the Conversation Café, a popular English conversation circle. Recently, the ISO collaborated with the USLC to hire students for the Peer Assisted Learning to provide student leadership of the Buddy Program and academic peer support in the Global Commons. These programs replaced the previous Oral English Program offered through the ISO. The International Friendship Program (over 150 students) and

the Spouses Program (100+ spouses) depended on strong community partnerships. The ongoing refinement of the Spouses Program required community-university partnerships with government, community-based organizations and campus units, from Nursing to Residence.

The ISO worked with USLC to develop a shared International Student Handbook and collaborated with the Global Commons Liaison Librarian, the ULC and the University Secretary's Office to develop culturally appropriate sessions on Academic Honesty. Such jointly planned or consultative models of program development have increased significantly with many units on campus, including Campus Recreation, and the Student Employment and Career Centre, among others.

**NEED:**

The ISO, as a major point of contact between the UofS and its international students, is over-stretched and needs additional resources in order to continue to provide valued services. There are 3 staff members (Manager, 2 Student Advisors) who run four major programs in addition to many hours of one-on-one advising for a constituency of over 1300 students. The limited resources have a very direct impact on the scope and reach of the ISO.

**RECOMMENDATION:**

**30. Increase the base budget of ISO to provide for 1 additional International Student Advisor, a .5 FTE CUPE staff member, and \$15,000 for operating expenses.**

**Responsibility: AVP SESD**

**Target Date: December 30, 2009**

Additional resources for international students have been provided through a most innovative initiative in the Library. In alignment with the UofS goals

- "...to attract and increase the number of international students attending [the] institution";
- "...to... improve support programs for those who come to us from other countries";
- "...to examine ways in which key information literacy objectives are met at the U of S"; and
- "...to develop innovative strategies to facilitate the use of the Library by students..."

the Library created a Global Commons Liaison Librarian position. The intention was to expand what were traditional library-academic unit liaison functions involving 'collections' and programmes' to focus on the needs of a growing international student population. Research<sup>8</sup> confirms that while international university students use the academic library much more than their domestic counterparts, they experience significantly higher 'library anxiety' due to cultural and linguistic reasons, and increasingly due to different abilities and experiences with prior technological resources (online resources, database searching, etc.) A summary of the initiatives implemented by the Global Commons Liaison Librarian is presented in Appendix D.

**COMMITMENT:**

The ISO, in collaboration with the College of Graduate Studies and Research, is developing a service-needs survey to be administered in the spring or fall of 2009 to a sample of our international students. Future programming will be based, in part, on the results of the survey.

**NEED:**

International students have a number of challenges that are not typically faced by Canadian students. For most, English is not their first language, but these students function in an environment where adequate

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<sup>8</sup> Jiao, Q. G., & Onwuegbuzie, A. J. (2001). Sources of library anxiety among international students. *Urban Library Journal*, 11(1), 16-27.  
Onwuegbuzie, A. J., & Jiao, Q. G. (1997). Academic library usage: A comparison of native and non-native English-speaking students. *Australian Library Journal*, 46(3), 258-269

language skills are essential for success. They may encounter instructors and graders who are impatient with their language difficulties, language-related barriers to participation in group assignments, and other challenges. Moreover, international students encountering difficulties may be reluctant to seek help, often because they come from cultures where seeking help is not encouraged and/or where admitting to difficulties may lead to bad consequences. The Office of the International Student Advisor deals with some students encountering academic issues but a case could be made for embedding additional advisors in those colleges with high international enrolments. Having a designated advisor for international students within a college would help to build a relationship of trust, encouraging international students to seek help for difficulties at an early stage and with confidence. It would enable a College to intervene to assist students encountering difficulties before it is too late. An international academic advisor within a college could also act as an intermediary between students and instructors, and provide assistance and guidance to instructors particularly with respect to understanding cultural differences.

93% of our international undergraduates are enrolled in three colleges, Arts & Sciences (57%), Edwards School of Business (21%) and Engineering (15%). If it is not possible to fund academic advisors specializing in international students in each of these colleges, a strong case could be made to fund one in Arts & Science since students from across the university get much of their foundational education from departments in Arts & Science.

#### **RECOMMENDATION**

- 31. As international undergraduate student enrolment rises above current levels, use part of the additional revenue generated to fund academic advisors in the Colleges, with initial priority given to Arts & Science, the Edwards School of Business, and Engineering.**

**Responsibility: PCIP**

**Target Date: June 30, 2011, ongoing**

**Strengthen systems of support to provide students with the English language competence they need to succeed in their studies.**

*The Centre for Second Language Instruction has a unique opportunity to prepare incoming students to meet the University's English proficiency requirement for admission. Colleges are encouraged to investigate other possibilities, such as transitional programs to ease the integration of international students into regular University programs in a supportive environment.*

Internationalization necessarily involves a consideration of language study and training. Canadian students wishing to study abroad in a country where the language of instruction is not English frequently need language training. Equally important, but an issue of larger scope, is that foreign students wishing to study at the UofS often need English-language instruction and skill development, and this is the case even with some students who have been admitted to the UofS on the basis of a suitable score on a test like the TOEFL—this matter is discussed below in the context of Recommendations 36 and 37. Fortunately, the University of Saskatchewan Language Centre (USLC – formerly the Centre for Second Language) has a cadre of capable instructors who perform this work, albeit under sometimes difficult circumstances.

The USLC, in many respects the University's "store window" for international students and visitors, is housed in the Williams Building that has seen some recent improvements, but still presents a rather tired and threadbare face to the world -- particularly to the many Asian students who arrive from recently constructed and fully modern educational facilities. Moreover, the Williams Building has been used as 'decant' or 'overflow' space with the result that the USLC has not been able to count on committed space. Finally, as of the Fall 2008 term, the USLC has an enrollment of over 300 students representing a term-

over-term increase of 20%, and a doubling of numbers over the past three years. Given its current allotment of space, the USLC is effectively at capacity and over 40 prospective students were deferred to the Winter 2009 term. This situation raises a number of concerns for the USLC and, ultimately, to the UofS, including the loss of prospective students, the forfeiting of potential revenues (the USLC must generate its own revenue), and the erosion of the overseas recruitment agent network established by the USLC.

**NEED:**

The USLC could and should be an important part of the UofS strategy to recruit more international students. Indeed, there are several ways in which the UofS could create a competitive advantage by working with the USLC. As a major attractant to, and recruiter of, foreign students, the Centre must become more closely aligned with the goals and objectives of the University. Unfortunately, there are a number of circumstances and issues that make the USLC less attractive to foreign students and less useful to the University than it otherwise could and should be. For example, the USLC is already at or over capacity and has not been viewed as a priority for space; indeed, decisions have been made that have reduced space available and negatively impacted programming. The USLC operates in full-cost recovery mode dictating that it may be forced to make decisions that run counter to the University's interests by concentrating recruitment efforts in a small number of countries, thereby undercutting our diversity goals. As a full-cost recovery unit, the USLC charges regular, on-campus international students for language instruction that is needed but not required; consequently many such students refuse to register (and pay) to improve their skills (see Recommendations 34 and 35 below).

**RECOMMENDATIONS**

- 32. Integrate the recruitment efforts of USLC with those of the International Undergraduate Recruitment Office AND the Graduate Recruitment Office to achieve a more diverse body of students.**

**Responsibility: Director of Enrolment, Manager of International Recruitment, Director of USLC**

**Target Date: June 30, 2011**

- 33. Review the funding arrangements for USLC to ensure that it has sufficient funds to continue to operate while it recruits students in support of the diversity objectives of the UofS.**

**Responsibility: Executive Director of CCDE; VP Finance & Resources**

**Target Date: December 30, 2010**

- 34. Create and guarantee sufficient space in the Williams Building to permit an expansion in capacity of USLC to a minimum of 400 students.**

**Responsibility: PCIP**

**Target Date: June 30, 2010**

The UofS needs an ESL Bridging Program for incoming international students possessing strong English test scores, but below the University of Saskatchewan acceptance standard. The program would include a Bridging Class that would address university preparation skills and advanced language development (i.e. pronunciation, grammar, note-taking, essay format, academic honesty, group work, referencing, etc.). Students in the Bridging Class would also be allowed to register for 1 or 2 credit classes requiring less demanding language skills (eligible classes to be determined); students could be conditionally accepted to the University on the condition they register in this class. On satisfactory completion of the ESL Bridging Class and the credit class, students would be fully accepted into a regular U of S course of study. The Bridging Class could in itself be a credit class, as is the case at a number of other Canadian universities such as the University of Alberta, Simon Fraser, Carleton University, St. Mary's, and the University of

Manitoba.

Additionally, students fully admitted into regular UofS programs could voluntarily, or at the suggestion of their program director, register for the Bridging Class as an extra language support.

#### **RECOMMENDATION**

- 35. Create and approve a template ESL Bridging Program that could be used by all programs and colleges. Each program/College would identify those courses that Bridging Program students could take for credit.**

**Responsibility: USLC Director, Academic Programs Committee**

**Target Date: June 30, 2011**

An important issue confronting instructors and research supervisors is that some international students possess inadequate English language skills. Faculty members encountering such a student or students are largely left to cope on their own with little support at either the policy or procedure level. The UofS does not appear to have any policy that would require a student with inadequate skill to upgrade; moreover, and particularly at the undergraduate level where the student pays a hefty differential tuition, upgrading would be at the additional expense of the student. Note that this issue (admitted students inadequately prepared to take advantage of the educational opportunities at the UofS) is not limited to foreign students! Other constituencies, notably British Columbia, have tackled the issue head-on by implementing requirements that students, including Canadian students, who have not attained B+ standing in the required secondary-school English course must successfully complete a test of English-language skills or register for courses in which those skills are taught. It is beyond the scope of this report to make an all-encompassing recommendation on this matter, but the UofS would be well-advised to consider this matter in a broader context.

#### **RECOMMENDATION**

- 36. Revise the English Proficiency statement in the Calendar to indicate that admitted students found to have inadequate oral or written English-language skills may be required to attend the USLC to undergo assessment and, if necessary to register for a remedial program.**

**Responsibility: Registrar, Academic Programs Committee**

**Target Date: June 30, 2010**

CGSR, SESD and the USLC have conducted a pilot study to investigate the English-language skills of a sample of 1<sup>st</sup> year international undergraduate and 1<sup>st</sup> year graduate students. The intent was to design a remedial skill-development program based on need, to identify the costs associated, and to consider potential sources of revenue including differential tuition and the international student fee. The results and conclusions of this study should be made public and considered by the several bodies most concerned with international students on this campus and we should then move to implement an appropriate remedial program.

- 37. Implement a remedial English-language skill program for those currently-registered students who have deficiencies that impede progress towards completion of their degree programs.**

**Responsibility: AVP SESD, Dean CGSR**

**Target Date: June 30, 2011**

Notwithstanding the above discussion of language deficiencies, The UofS has not reviewed or modified, for some time, its English proficiency requirements for admission of students studying at an institution where English is the language of instruction. The current UofS requirement is identified as:

Three years of full-time attendance in a Canadian high school (or from an institution where English is the language of instruction and examination) including complete secondary level standing and successful completion of English Literature and Composition in each of Grades 10, 11 and 12.

Meanwhile, several Canadian universities have replaced their requirements to provide greater flexibility for foreign students. For example, Simon Fraser University's requirement is:

- Obtain a grade of 75% or higher in an eligible English 12/English Literature 12 course, or an English 12 First Peoples course **or**:
- Obtain a grade of 60 to 74% in an eligible English 12/English Literature 12 course, and satisfy additional literacy requirements within your first three terms enrolled at SFU.

The University of Alberta permits registration if a student obtains:

- a final blended grade of 75% or better in English Language Arts 30-1 course (Alberta High School),

This shift eliminates the need for students who take only one year of education in English to take the TOEFL exam. The TOEFL has not proven to be an accurate measurement of a student's abilities--students providing satisfactory TOEFL results frequently lack the communication skills necessary to be successful in a University setting. Where most of the UofS's competitors have chosen to move away from requiring 3 years of English - the UofS has chosen to extend this requirement. There are already reports of students choosing not to apply to the UofS because of the length of time (3 years compared to 1 at UofA and SFU) that must be spent to meet the admission requirement.

#### **RECOMMENDATION**

- 38. Review the English language requirement for foreign students studying English language at a Canadian high school to determine whether the UofS should adopt a new standard equivalent to that in place at other Canadian universities.**

**Responsibility: Registrar, Academic Programs Committee**

**Target Date: December 30, 2009**

#### **Strengthening International Research and Graduate Training**

**Create an environment in which faculty members involved in international research activities are given appropriate support and recognition.**

*The University needs to recognize particular challenges that faculty may encounter while engaged in research abroad, and ensure that these challenges are suitably recognized in merit, tenure and promotion evaluations, and in the provision of institutional support for international work.*

#### **REPORT ON PROGRESS**

Over the past ten years, the University has fallen behind comparatively-sized institutions in terms of international engagement and significant steps have to be taken to support and expand our commitments in this vital field. Through the discussions leading to the adoption of the International Foundational Document, it became clear that the University of Saskatchewan has to review its internationalization structures and programs and make significant strides to stay competitive in this increasingly important area.<sup>9</sup>

During the First Planning Cycle, the University increased its investment in the

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<sup>9</sup> A Framework for Action: First Integrated Plan (2003-2007)

internationalization of the student experience and the building of international research partnerships. Still, compared with other institutions, investments in this realm are modest and so are our achievements. Very few of our students seek international opportunities, our international research and training efforts are uneven, and our capacity to recruit international students is fragile. As a result, we are not able to take advantage of the benefits that diversity can bring to a campus that is relatively isolated from major population flows.<sup>10</sup>

The University of Saskatchewan has much to be proud of with respect to the accomplishments of its many faculty and staff who, over the years, have been involved in international research and development projects. However, with the large turnover of faculty in the last decade, changes in priorities of the Provincial and Federal Governments and their funding agencies, the increasing involvements of most Canadian and foreign universities in this work, and the planning processes and documents implemented at the UofS in recent years, it is time to take stock of our activities and commitments and to consider the way forward.

In the spring of 2008, the Vice President Research created a Task Force on International Research and Development to consider the research environment within which faculty and staff interested in international research and development do their work. In particular, the mandate of the Task Force was to:

- Develop a clear definition of International Research
- Identify institutional goals for International Research
- Identify key activities and initiatives that need to be in place (e.g. three-country strategy, etc.)
- Identify bench marks that measure success
- Prepare an implementation plan — who, what, when

The Task Force held its first meeting in May of 2008 and submitted its Final Report in August of 2009. Much of the content of this and subsequent sections of this document are copied from the Final Report. A complete copy of the Final Report is provided in Appendix G.

The Task Force consulted with the international research community via a workshop titled The Future of International Research and Development at the UofS. Over 80 faculty and staff attended the workshop and engaged in an exercise to identify the ‘barriers’ to and ‘enablers’ of international research and development. Much of the advice and many of the suggestions made at the workshop were incorporated into the Final Report. A summary of the workshop is provided in Appendix G.

### **International Research and Development Defined**

International research, scholarly and artistic work encompasses scholarship activities conducted abroad, projects undertaken in collaboration with colleagues from other countries, and empirical and theoretical studies of international dynamics (e.g. international trade or migration).<sup>11</sup>

International research encompasses a range of different types of research activities, including scholarly research projects, larger-scale international development and training projects, applied or operational research projects, and long-term collaborative research involving networks of scholars in different countries. It involves not only work conducted abroad or in collaboration with colleagues from other countries, but also work on diverse types of empirical and theoretical analysis of international dynamics (e.g., international

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<sup>10</sup> Toward an Engaged University: Second Integrated Plan (2008-2012)

<sup>11</sup> *Foundational Document: Research, Scholarly and Artistic Work*, 2004

commerce, international migration).

Scholars from the University of Saskatchewan contribute to the internationalization of research not only through studies conducted abroad or about international topics. They advance the University's international engagement by publishing in international journals, participating in international conferences and workshops, communicating research results in languages other than English, and serving on selection committees for international awards. They contribute to international scholarly development by helping to train graduate students and postdoctoral fellows from other countries.<sup>12</sup>

In considering a Definition of International Research and Development, Task Force members suggested that it is difficult to separate research and development in many instances, and that furthermore, it is desirable to include research objectives in development projects; indeed, there was agreement that the UofS should NOT formally engage in development projects unless there are clear elements of research involved. It was also recognized that many UofS members have a great deal of experience in local or national community-based research and development projects, and that applying local learnings to our international research and development projects could and should be a distinguishing feature of UofS efforts.

There was general consensus among the members that wherever possible involvement in international research and development should include our undergraduate and graduate students and post doctoral fellows, and that international research and development work should be of clear benefit to our international subjects/'clients'/partners.

#### **RECOMMENDATION:**

**39. That International Research and Development be defined as research, scholarly, and artistic work that has at least one and typically several of the following characteristics:**

- **Involves international partners;**
- **Is conducted in whole or in part outside of Canada and acknowledges local-global connections;**
- **Is mutually beneficial to all collaborating parties;**
- **Often involves an element of faculty/student travel;**
- **Often derives its funding from International sponsors;**
- **Promotes sustainable, long-term partnerships.**

**Responsibility: Vice President Research**

**Target Date: December 30, 2009**

#### **Goals for International Research and Development**

The Task Force members affirmed the general institutional goals of internationalization in general identified in the International Mission Statement<sup>13</sup> that outlines the rationale/obligations, goals/objectives, and priorities of internationalization on our campus.

The goal of internationalization of the University of Saskatchewan is to integrate an international dimension into its education, research and service activities in order to prepare the University community to live and work in an increasingly interdependent world. University internationalization would promote global cooperation where human survival, social justice, environmental integrity, and humanitarianism prevail, while contributing to Canada's academic, cultural, economic, scientific, and technological

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<sup>12</sup> *Globalism and the University of Saskatchewan: The Foundational Document for International Activities*, 2003

<sup>13</sup> *International Mission Statement*; available at [http://www.usask.ca/research/research\\_services/international/missionstatement.php](http://www.usask.ca/research/research_services/international/missionstatement.php)

excellence.

The International Mission Statement contains a number of objectives that speak to international research and development:

- promoting faculty and staff study, research, and work abroad through individual, institutional, and national programs, whereby participants contribute to University internationalization upon return, and the University honours and rewards excellence in international activities;
- seeking international development projects, supported by external funding, that provide opportunities to cooperate with foreign counterparts, and exchange technical assistance for capacity-building of partners;
- developing institutional cooperation agreements, connecting institutions for mutually beneficial academic and service purposes;
- encouraging research to enhance internationalization that complies with community, national, and international standards and protocols for conducting ethical research, and collaborates in effective global partnerships producing knowledge for widespread dissemination, and setting up centres of excellence with an international focus;
- encouraging and valuing international courses and experiences for Canadian students, such as field work and research, interdisciplinary courses, study tours, and student exchanges that include a phase of knowledge-sharing upon return;
- providing a welcoming and supportive environment for international students and other learners (researchers, interns, visiting faculty) to share their knowledge and be a resource and catalyst for internationalization during their stay;

Specific ‘targets for international research and development’, embedded in officially approved UofS documents, have been identified by various individuals and groups as follows:

- Over the next five years the University of Saskatchewan faculty should increase the operating funding obtained from the federal granting councils (MRC/CIHR, NSERC and SSHRC) and increase total research funding from other sources so that both types of funding exceed the national average.<sup>14</sup>
- to build on our current and emerging strengths and traditions to increase the intensity of research, scholarly and artistic activity over the next decade to be clearly established as:
  - Among the top ten medical/doctoral universities in Canada; and
  - One of a select few internationally in key areas.<sup>15</sup>
- A renewed emphasis on international development—with the goal by the end of this planning cycle of increasing our international research activity five-fold.<sup>16</sup>
- While the International Research Office will have the modest goal of doubling our international research activity by 2007, its unofficial target will be several times that level.<sup>17</sup>
- [by 2006-07] double research and project funding for international work, by tapping into funds from diverse sources, including Tri-Council grants, other Canadian government agencies (CIDA, HRDC), international organizations, and private foundations<sup>18</sup>

Where are we now? The data in the table below represent the funding garnered by UofS faculty in direct

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<sup>14</sup> *Increasing Research Intensiveness at the University of Saskatchewan, 2000*

<sup>15</sup> *Foundational Document: Research, Scholarly and Artistic Work, 2004*

<sup>16</sup> *A Framework for Action: First Integrated Plan (2003-2007): 2003*

<sup>17</sup> *ibid*

<sup>18</sup> *Globalism and the University of Saskatchewan: The Foundational Document for International Activities: 2003*

support of international research and development, and provide some indication of our progress [note: these data include the funding of only those grants which clearly indicate they were in support of international research and development; inevitably there will be some grants used for this purpose but which are not officially recorded as such and therefore not included in these data]. The data in the first three columns were presented in *Globalism and the University of Saskatchewan*, while the data in the last 3 columns were compiled by the International Research Office specifically for this report. The 2006-08 average of \$3,256,585 is 2.83 times larger than the 1998-2000 average of \$1,148,133, thus exceeding the goal (to double such activity) identified in our International Foundational Document but NOT meeting the goal (to increase fivefold the original activity) specified in the First Integrated Plan.

Year	1998	1999	2000	2006	2007	2008
Revenue	\$1,220,510	\$1,155,350	\$1,068,540	\$2,665,342	\$2,984,290	\$4,120,125

In part, the failure to achieve the higher goal can be attributed to the provisionary nature of the provided funding, the inability to staff the office at its full-targeted complement at the outset, and to the exceedingly high turnover of staff within the International Research Office. The office lacked a Manager for a full 2006-07 academic year and sporadically employed three different administrative assistants over the same period. The office is now at its full complement which, in addition to the Manager, consists of an International Research Facilitator and one administrative support position—new personnel were recruited into all 3 positions in 2008.

In the absence of a comprehensive database of international researchers and developers, the projects on which they are working, or the support available to them, it is difficult to set specific objectives. In a sense, “goal-setting” is a work in progress that must await the collection of additional data (see Recommendation 47). However, the International Research Officer Manager has set specific goals for the next four years to double the number of researchers engaged in international research and development activities, and to double 2008 levels of international research/development funding. Overhead accruing to the Colleges and the International Research Office is also projected to increase significantly but, as numerous funders currently disallow overhead and since the trend among non-traditional funders is the same, it is difficult to estimate overhead revenues with a high degree of accuracy.

The Task Force strongly supports the projected level of activity in the First Integrated Plan of a fivefold increase of external funding (presumably in contrast to the 1998-2000 average), to \$5,740,665, and believes that this goal could be reached by the end of the second planning cycle with no further investment (but providing stability for the office through base-budget funding—see Recommendation 50). However, given the ambitions stated in our second foundational document, the Task Force also strongly suggests that some additional investment (see Recommendation 51) be made in order that, over the current planning cycle there can be increases in the numbers of faculty, staff and students engaged in international research and development, and of the number of projects funded externally in comparison to the 2006-2008 record.

### **Key Initiatives and Activities**

Following the advice of the participants in the workshop, the Task Force strongly urges a strategic and integrated approach to supporting internationalization on our campus. For too many years there has been no overall ‘plan’ with the result that, as noted in *Toward an Engaged University: Second Integrated Plan (2008-2012)* and elsewhere, despite many successes we are not having the kind of impact expected of an institution of our size and scope. At the same time, there is a need to recognize, and be respectful, of the widely differing histories, philosophies, and approaches of our colleges and faculties regarding internationalization.

The Task Force suggests that there are several initiatives that could take the UofS to a higher level with respect to international research and development while, at the same time, supporting internationalization in general. **We believe the Vice President Research should be assigned the responsibility for ensuring the success of these initiatives.**

### **Creating and Fostering a Culture of International Research & Development**

There was a sentiment among many participants at the March 21<sup>st</sup> workshop that international research and development for many years had been tolerated but, except in some quarters of the campus, not especially or routinely encouraged or fostered. While acknowledging recent documents like the Foundational Document on internationalization and the two University Plans that speak to the importance of internationalization, participants spoke of a lack of leadership and paucity of financial support, and of policies and practices that tended to discourage involvement. Suggestions to foster this area included formal changes to appointment letters and standards documents, but also the need to have our senior administrators including Deans, the authority figures in the colleges, “regularly signal their support for internationalization through public statements, [and to provide] moral and financial support for initiatives/activities”. There was general agreement (as indicated by the statements in the reports of each of the discussion groups) for a ‘champion’ for internationalization and, in this regard, the Task Force appreciates and supports the very first recommendation in the Implementation Plan for the Foundational Document to “Create an Associate Vice President International (AVPI) position reporting to the Provost”.

### **RECOMMENDATIONS:**

- 40. In the annual performance review of each Dean the Provost should seek an update from the Dean about College international activities and programs, including a summary of the Dean’s leadership in this area of responsibility. That part of the update summarizing the Dean’s leadership on international research, scholarly and artistic work should be shared with the Vice-President Research.**

**Responsibility: Provost**

**Target Date: December 30, 2010**

- 41. The International Research Office should establish working groups based on geographical regions/countries and/or themes, organizing biannual meetings to provide information on funding opportunities and potential international partners, facilitate discussion among participants of collaborative projects and the mentoring of junior colleagues.**

**Responsibility: Manager, IRO**

**Target Date: June 30, 2010**

- 42. Research Communications should work with the IRO to prominently display and advertise UofS involvements in international research and development.**

**Responsibility: Director, Research Communications**

**Target Date: December 30, 2009**

### **Recognition for International Research & Development**

It would seem readily apparent that international research and development work requires additional effort, time and resources than research activities carried out locally. Building necessary networks and developing good working relationships with individuals overseas, especially if there are language and cultural barriers, impose heavy burdens. These burdens create great risks to the productivity of faculty, junior faculty in particular. The Task Force members as well as participants in The Future of International Research and Development workshop identified these burdens as barriers to becoming/remaining involved in international projects and suggested a number of ways to overcome these barriers.

The Task Force appreciates the intent of Recommendation 13:

**Those with administrative responsibilities in Search and Appointment processes in the hiring of new faculty should ensure that an appropriate discussion occurs prior to the authorization to fill a position about the wisdom/necessity of recruiting and hiring someone with international experience or background.**

However, we suggest that where international activity is important enough to recruit someone with international experience or background, the letter of appointment should reflect that importance by including the explicit expectation among the list of duties and responsibilities which will then be taken into account in future decisions.

#### **RECOMMENDATIONS:**

**43. Where appropriate the letter of appointment of new faculty should include a clear statement of responsibility for international activity. This should then be factored into workload assignments.**

**Responsibility: Vice Provost & Deans**

**Target Date: July 1, 2010**

**44. University and College standards documents should be modified where necessary to require the consideration of barriers and risks of international research/development involvement in decisions of tenure, promotion, and special salary increases.**

**Responsibility: Vice Provost & Deans**

**Target Date: July 1, 2011**

**45. College Review Committees and the University Review Committee should consider the issue of forms of knowledge translation alternative to traditional peer-reviewed journal articles, particularly as they relate to international development work, and appropriately and as necessary modify official documents concerning decisions in matters of tenure, promotion, and special salary increases.**

**Responsibility: Vice Provost & Deans**

**Target Date: July 1, 2011**

**46. The Vice President Research should work with the International Activities Committee and the Research, Artistic and Scholarly Work Committee to create an International Researcher Award that, like other major university awards, is presented at Convocation.**

**Responsibility: Vice President Research**

**Target Date: July 1, 2012**

#### **Tracking/Reporting Our Activities and Bench Marks Measuring Success**

The workshop on the Future of International Research and Development at the UofS made it abundantly clear that we lack basic information about the extent and reach of our international research and development work. Faculty are unaware of the involvements of others, and even those who work on international matters on a daily basis, including members of the International Research Office, have incomplete knowledge of the size and scope of our international community and interests. The RSA Foundational Document pointed out that

International research and related activities are notoriously hard to measure with precision. The data sources on research activities seldom specify projects that are international. Project titles sometimes show that particular projects are international, but the majority of international research is not identifiable by title alone. Many projects, especially in the sciences, involve collaborative studies in which participants come from

two or more countries.

Clearly, we need to establish a database of international research and development which must be regularly updated. This exercise will have many benefits including the ability to compare our future performance against a benchmark and to determine whether the programs we implement are successful or need modification. The database will be useful to faculty and students who wish to know our global involvements and it can also be used as a source of information for advertisement and recruitment purposes.

Appendix 3 of *Globalism and the University of Saskatchewan* suggested these data be collected through annual surveys conducted at the college level. A comprehensive research inventory should include:

- (a) Data on various types of international research including:
  - community-based research conducted in other countries
  - scientific field work, including field trials
  - archival and library-based research conducted abroad
  - projects involving collaboration with scientists from other countries
  - scholarly activities and artistic performance with an international dimension
  - other research on international subjects conducted in Canada
- (b) Research/Development funding by source including:
  - Tri-Council grants for international research projects
  - CIDA and other Canadian government funding
  - other Canadian funding, e.g., from private foundations and NGOs
  - international organization sources, e.g., UN agencies, World Bank
  - other international funding
- (c) International communication of research results, including:
  - publication in international scholarly journals
  - participation in international scholarly symposia, workshops and conferences
  - communication of research results in languages other than English
- (d) Training of graduate students and post-doctoral fellows:
  - number of international graduate students and post-doctoral fellows supervised
  - graduate students and post-doctoral fellows (Canadian and international) working on projects with international research dimensions.

#### **RECOMMENDATION:**

- 47. Consulting with the Research, Scholarly and Artistic Work Committee, and with the Associate Deans Research, the International Research Office should create a database on international research and development activities involving members of the UofS. At a minimum the database would identify:
  - the titles and funding amounts/sources for each project;
  - the UofS and partner faculty, staff, students and PDFs involved in each project;
  - peer-reviewed publications and other knowledge-translation outcomes. These measures would become the benchmarks against which future performance could be assessed. International Research Office staff should work with Associate Deans Research in the Colleges to collect the data and to update the database annually.**

**Responsibility: International Research Office Manager**

**Target Date: December 30, 2011**

Once the database has been assembled, the data for a particular period will serve as the standard or 'benchmark' against which subsequent activities can be compared.

It would then be advisable to set specific targets for change and improvement and to develop initiatives

and programs to trigger and support actions that will allow us to reach the new targets.

#### **RECOMMENDATIONS:**

- 48. The Research, Scholarly and Artistic Work Committee and the International Activities Committee should work together to agree on the benchmarks for international research and development activities. Working closely with the Vice-President Research who will be able to provide information on resource availability, these Committees will also identify the specific future targets to be achieved.**

**Responsibility: Chairs of the Research, Scholarly and Artistic Work Committee and International Activities Committee**

**Target Date: June 30, 2012**

- 49. Commencing in 2012, the Research, Scholarly and Artistic Work Committee should annually report progress towards achieving the agreed targets to University Council.**

**Responsibility: Chair of the Research, Scholarly and Artistic Work Committee**

**Target Date: June 30, 2012 and annually thereafter**

**Strengthen support systems to increase faculty awareness of international opportunities and to encourage them to participate in international research.**

*The University must strengthen its administrative structures to inform faculty of opportunities for international research and funding, and to ensure that they receive appropriate advice and support for the development of proposals. It needs to be proactive and innovative in facilitating collaborative research partnerships on campus and with other Canadian and international institutions, in order to capitalize on a greater range of international research opportunities.*

#### **REPORT ON PROGRESS**

In 2004, when the office of University of Saskatchewan International was disbanded and with the implementation of the first Integrated Plan, international research came under the purview of the OVRP-Research Services as the International Research Office. The IRO supports the university's research, scholarly and artistic activities beyond the borders of Canada. This includes contract research/projects and grants from the Canadian federal government (e.g. CIDA, IDRC, and DFAIT) and the Tri-Councils. Recent efforts have been made to expand in a strategic way the university's funding base for international projects to include the World Bank and regional development banks, private foundations, and industry.

The IRO spearheads the coordination, facilitation and implementation of policies, programs, and partnerships in support of an expanding research and training portfolio. The office staff of 3 provides guidance to faculty and administration on all aspects of the project cycle and coordination of campus-wide training and capacity building activities that contribute to the successful procurement of long-term funding for U of S international projects.

The IRO is embedded extremely well into Research Services since the daily activities of IRO are concurrent with RS contracts, grants, major programs, and facilitation. Good working relationships have been developed to support the work of research facilitators and college-based research officers to expand international opportunities available in those areas. The IRO was able to expand complementary funders available to the researcher community and began to establish research clusters. The office was also successful in an IDRC Global Partners grant that will provide seed funding to researchers commencing January 1, 2009.

The IRO participated in delegations to India and China resulting in new international partnerships for the UofS (see table below). A delegation to Brazil is being considered. The IRO co-operates with the College of Graduate Studies and Research to enhance student participation in international research and development with programs such as Students for Development, and Graduate Student Exchange Program, as well as faculty supervised projects.

**Select Partnership Development 2004-2008**

Country	Institution	Initiatives
India	Various: e.g. Central Power Research Institute (Bangalore)	MOUs/LOIs
China	Various academic and industrial collaborators: e.g. Chinese Academy of Agricultural Mechanization Sciences, China National Packaging and Food Machinery Corporation, Center for Eco-Environmental Sciences and Agricultural Meteorology, Meteorological Bureau of Tibet Autonomous Region, Institute of Botany, Chinese Academy of Sciences	ISTP Canada/China cooperative proposals
Brazil	University of Sao Paulo	Multi-country network of 34 universities (food processing)

In addition to the promotion of research intensiveness, the IRO continues to be an active contributor to campus-wide international activities including participation with UofS International Week, IACC, ICC, college-based internationalization committees, and support of incoming and outgoing delegations.

A more detailed report of IRO accomplishments, objectives, specific proposed actions, and the support needed is presented in Appendix E.

**NEED:**

At its establishment, one-time funding in the amount of \$550,000 was allocated from the Academic Priorities Fund to support the newly created IRO. Supplemental funding of \$200,000 per year was provided in April 2008 for two years (2008/09 and 2009/10) to allow the International Research Office to maintain its [then] current level of activity and momentum until the Special Advisor on International Initiatives had submitted an implementation plan for *Globalism and the University of Saskatchewan* (including the Report of the Task Force on International Research & Development). The decision to create and fund this office was made with the explicit understanding that the International Research Office would eventually become self-funding through revenues generated through overhead on grants and contracts. This seems increasingly unlikely and the UofS needs to consider base-budget funding for this unit to maintain activity and momentum and to avoid losing dedicated staff and their expertise.

The activities of the International Research Office are of critical importance if we hope to achieve our international research and development goals. Without an effective administrative capacity to support applications for international grants and contracts and assistance to faculty in the

administration of successful applications, the UofS could expect to be only marginally involved in International Research and Development. Base-budget funding is required not only to deliver new and expanding services to match the increasing capacity and demands of our researchers, but is also necessary to secure and retain qualified staff.

Currently the International Research Office shares fluctuating overhead revenues equally with colleges. Although an increase in research funding is positively correlated to an increase in overhead revenue, it is not possible to predict actual incomes. At this time it appears unlikely that the unit will achieve full financial self-sufficiency based on overhead revenue; the Task Force recommends base-budget funding for this unit with recovery by the University of overhead revenue up to the level of base-budget funding.

Overhead revenue exceeding the level of base-budget funding should be retained by the unit and rolled into a Seed Fund for Early Project Development for U of S researchers. This program will provide financial and administrative support to researchers in the early stages of project development and will assist in our goals to have more researchers involved in international projects and to attract more external funding for these projects. A great deal of effort is required on the part of the individual researcher to further international networks and partnerships required to generate a viable project concept with a high probability of receiving funding for implementation. In addition, specific costs such as those associated with travel, workshops and the translation of documentation must be incurred at this stage to move the process forward. The establishment of seed funding that has the potential to be leveraged through external funding programs is an essential resource. As an example, the IRO currently manages the Global Partners II program, leveraging \$75,000 with over \$250,000 from IDRC. Global Partners II will support over 21 researchers and graduate students (over three years) to pursue international research collaborations.

The International Research Office currently consists of a Manager, a Research Facilitator and one support person. This is a very lean operation which should be augmented by an additional Research Facilitator and a Project Manager if the UofS expects to significantly improve its performance in International R&D.

An additional Research Facilitator is critical given that international research tends to be more complex than research carried out domestically due to linguistic and cultural differences and difficulties, the frequent requirement of development-granting agencies and NGOs to identify and calculate the value of in-kind contributions, the need to enter into collaborative agreements or contracts with organizations in other jurisdictions, and the difficulties in understanding organizational and regulatory requirements in the partner's country, to name a few. Increased capacity in the office is also required to meet the objectives of Recommendation 47.

The provision of project management assistance at strategic points in the project cycle, particularly addressing challenging requirements around financial accounting, has been identified as a need by a number of University of Saskatchewan researchers managing international projects. Significant competition for project funding places the onus on the applicant to thoroughly understand the application procedure, as well as the underlying and often understated criteria for assessing proposals and awarding contracts. In addition, funders continue to become more risk adverse and as a result have increased their project reporting and financial and accounting requirements with subsequent changes to their programming and procedures from year to year. An International Project Officer is fundamental to expanding the role of the International Research Office to offer project management support services. The establishment of a dedicated International Projects Officer will be critical for increasing the number of applications funded, the number of successfully managed projects, and the enhancement of the reputation of the University of Saskatchewan in the areas of international research and development. The Task Force members were heartened to learn that the International Research Office and Financial Services have

already begun to work collaboratively by involving FS staff early on and continuously in the project cycle of major international grants. The Task Force urges the inclusion of a senior member of Financial Services in the search, appointment and training of the Project Officer, and that the Project Officer would be informally affiliated with Financial Services.

Task Force members, several of whom have extensive experience conducting research or development work abroad, are well aware of differing international business and accounting practices that are sometimes difficult to reconcile with Canadian standards. We therefore suggest that at least one member of FS be assigned to deal with international grants of moderate size in order to build up the necessary experience that will permit timely service.

**RECOMMENDATIONS:**

**50. Establish base-budget funding for the International Research Office.**

**Responsibility: VPR, PCIP**

**Target Date: June 30, 2010**

**51. Augment the International Research Office staff by funding an additional Research Facilitator and an International Project Officer.**

**Responsibility: VPR, PCIP**

**Target Date: May 1, 2011**

**Encourage increased international training and research for graduate students wherever appropriate and possible.**

*Faculty are encouraged to integrate graduate training into their international research programs, to assist students to obtain external funding for international study and research, and to support international students to pursue projects in, or relevant to, their countries of origin whenever possible.*

Internationalizing graduate training is a multi-faceted commitment that involves bringing international students to the university, providing international experiences to Canadian students, infusing a global perspective in curricula, and supporting academic success across cultural and language boundaries. Internationalization should enrich the social and academic life of all members of our university community.

Over 25% of the graduate students at the University of Saskatchewan come from countries other than Canada. This makes us one of the most highly internationalized graduate colleges in the country. The relatively high non-Canadian component of our graduate student population has arisen in response to a growing research labor demand on campus, low tuition fees and the lack of an international student differential rather than as the result of a purposeful strategy of internationalization. The high level of internationalization of the graduate student population presents an outstanding opportunity, as yet largely unrealized, to enrich the entire university through sharing of cultural and academic experiences from around the world.

As the University continues to expand its activities in graduate education and research, more effective efforts will be needed to link this increased activity with international opportunities. This involves both attracting more international students to the University and encouraging Canadian students to study and work abroad. It also entails thinking critically about the training that we provide to graduate students, to foster a global perspective in that training, and to find ways to strengthen its relevance to the needs of both international and Canadian students. Initiatives to address the need articulated by the Tri-Councils for professional skills in new researchers should include training on working effectively in cross-cultural

settings. Increasing the involvement of graduate students in international work, the University will be making a substantial contribution to the training of the next generation of globally-minded scholars. Committing to enhancing international opportunities for our graduate students also brings considerations in faculty hiring and career development.

### **COMMITMENT**

The College of Graduate Studies and Research will work with the VPR and the IRO to encourage increased international training and research for graduate students, whenever appropriate and possible. Following are some specific considerations the College will investigate to increase the internationalization of graduate training.

- Define the target international component of the graduate population, the preferred origin of those students and their distribution across the campus.
- Develop a systematic international recruitment strategy for graduate students that dovetails with the undergraduate recruitment strategy and reflects the considerations in the previous point.
- Explore the opportunity to engage the Language Centre as a recruitment and transition facility for graduate studies in much the same way it is now being used for undergraduate studies.
- Make greater efforts to provide graduate students with funding information for international graduate research (e.g., fellowships offered by CIDA, IDRC, Bombardier, Rockefeller, and other foundations), and with support for the development of competitive applications to these programs.
- Work with governments to provide targeted support to international graduate students to address changing needs for highly-qualified knowledge workers in the provincial and national labor force.
- Appoint an International Graduate Student Officer in the College of Graduate Studies and Research to liaise with the International Student Office, advise on recruitment strategies and opportunities, identify international funding and programming opportunities, support curricular globalization, and collaborate in the development of international graduate student support services.
- Provide supplementary English language training for those international students needing to improve their written and oral communication skills, thereby enhancing the quality of key academic graduate activities (i.e. thesis, oral defence, conference presentations) and students' prospects for post-graduation success. (See Recommendation 23)
- Work with the ISO to strengthen existing programs and services to support international students across the many dimensions of their transition to Canada, Saskatoon, and the University to allow them to achieve academic success and well-being.
- Seek opportunities for establishing joint graduate degree programs with overseas partner institutions, possibly with an opportunity for students to complete a portion of their studies and/or research overseas.
- Identify opportunities for graduate students to work with international research partners, whether agencies or individuals, as part of a creditable study-abroad component of their graduate degree.
- Expand support programs and courses (e.g., cross-cultural research methods, ethics, language preparation, development studies) for graduate training in fields with an international dimension.
- Encourage faculty to infuse graduate courses with international and intercultural material, ethically refracting global diversity.
- Initiate a series of well-supported, informal seminars in which international graduate students will share their academic and professional experiences across a range of social and political cultures with other students (Canadian and international) at the University.
- Incorporate cross-cultural training into extra-disciplinary professional learning opportunities provided to graduate students.

## **Supporting Internationalization through Service and Outreach**

**Create an environment that sensitizes faculty, staff, and students to the importance of international service activities, encourages all members of the University community to become actively involved in international service in ways that are appropriate for their interests and experiences, and recognizes international service activities in professional evaluations and in other ways, both formally and informally.**

**Structure long-term international engagements to ensure that connections made and experiences gained are integrated into, and complement, the University's teaching, research, and international relations priorities.**

### **REPORT ON PROGRESS**

The issue of an encouraging and supportive 'environment' for international work in general but certainly including service and outreach is considered above (pp. 37-38). The structure of long-term international engagements is considered below (pp. 48-52) in the context of developing and sustaining a number of college- and school-determined international partnerships.

Two important and related aspects to realizing the required 'integration' referred to in the priority above are the **scope/limits** and **sustainability** of our international activities. We must focus our efforts in order to use our limited resources to maximum effect. By concentrating our efforts on a small number of geographical areas of the world and, within those areas, to specific regions/countries, and even further, to striking agreements with a small number of 'partners', we will be in a better position to have greater outcomes, and can make arrangements so as to better ensure a continuity of efforts over lengthy periods.

But, what should be our guiding principle or principles in choosing those geographical areas, regions and partners to engage with? Our two Integrated Plans support a general principle in "linking the global with the local". Our sense of place in Saskatchewan, the Great Plains, and the North suggests that our priorities for internationalization should be east-west circumpolar linkages in the North, north-south linkages in the Great Plains, and connections to specific parts of the world that share issues integral to our sense of place including (but not limited to): community development in remote places; living and working in an arid climate; assuring water quality and quantity; and relationships with Aboriginal peoples.

### **Administrative Structures to Promote and Support Internationalization**

**Ensure that central administrative units dealing with international responsibilities are structured to enable them to efficiently and effectively implement the University's internationalization vision.**

*The University as a top priority must affirm the future roles and responsibilities of central administrative support units for international activities, incorporating a review of USI's forthcoming administrative plan, with provision for campus-wide consultation.*

### **REPORT ON PROGRESS**

As described earlier, USI was disbanded and its functions dispersed. Part of this report (see section on Governance, pp 6-11) is concerned with putting into place offices and structures that will serve to "Ensure that central administrative units dealing with international responsibilities are structured to enable them to efficiently and effectively implement the University's internationalization vision".

**Following the completion of college planning documents, develop an implementation**

**strategy for internationalization designed to coordinate and support college internationalization plans within the broader framework of the University's Internationalization Plan.**

**REPORT ON PROGRESS:**

In the fall of 2007 the Acting Provost recognized that the promises and commitments agreed by the University community through the approval of the Foundational Document were not likely to be achieved by the 2008 deadline specified in the document. He recommended, and the President's Executive Committee approved, the creation of a new, term, position titled Special Advisor on International Activities at the University of Saskatchewan. A major responsibility of the new position was to "Review and develop an implementation plan for the Foundational Document on international initiatives." This document completes this objective.

**Form a steering committee to develop a formal proposal for the establishment of a Global Commons as a campus centre for international activities.**

**COMMITMENT:**

During International Week in 2005, the Global Commons was created and opened in Lower Place Riel. This facility currently houses the International Student Office and the Exchange and Study Abroad Office, an international student lounge, office spaces for international student associations and student groups involved in international activities, and a small training/meeting room. The Global Commons provides access to a range of support programs and services for students and faculty.

While a steering committee was not formed to assist in the proposal or establishment of the Global Commons, the management of the Exchange and Study Abroad Office and the International Student Office consider that an Advisory Committee would be useful to provide input and guidance on the scope, programs, and activities of the commons. A draft document outlining the membership and mandate of the Committee is being prepared. The document will be forwarded to the International Activities Committee of Council for its advice.

**Financial and Other Resources for International Activities**

**Ensure that adequate financial resources are made available to support the University's internationalization vision.**

**Utilize financial resources that the University gains from international sources to support the internationalization vision of the University.**

**Recognize the importance of human resources and suitable physical space to support internationalization, and take measures needed to secure these resources.**

*The human resources to implement internationalization, as well as sufficient, appropriate physical space to house and facilitate international activities are as important as the financial resources to support these programs. The University needs to be able to attract and retain personnel, whose expertise and leadership qualities will maximize participation in, and benefits accruing from, internationalization.*

One source of revenue for international activities arises from overhead or built-in costs on international research contracts and development projects. A portion of this revenue is used to support the IRO.

The major source of international revenue is the differential tuition charged to international undergraduate

students. International undergraduate students pay 2.6 times the tuition paid by domestic students for the same courses. An international undergraduate taking a mix of courses totaling 30 credit units in Arts & Science (where 57% of such students are found) provides an average of over \$7,000 more to the UofS than would a Canadian student taking the same mix of courses. As described above (p. 27), the UofS has used a portion of this revenue to pay for centralized services and to support colleges based on instruction provided to international students, but there does not appear to be any clear rationale for the relative portions available centrally and in the colleges.

Some other western Canadian universities employ different funding arrangements to support international activities. For example, at the University of Alberta, the Vice-President International is assigned a significant and specific proportion of the differential tuition from international students in order to support the International Center. At Thompson Rivers University, the office of the Vice-President International receives all of the differential tuition and purchases ‘services’ for international students and activities from academic and administrative units. These arrangements are not necessarily ‘better’ than those in place at the UofS, but they are somewhat more transparent, offer incentives to improve and increase international activities and services, and have clear consequences when targets are not met. It would seem appropriate and timely to conduct a review of our funding arrangements in comparison with those in place elsewhere to determine if some changes should be made.

#### **RECOMMENDATION**

- 52.** Review and recommend appropriate changes to the funding arrangements to support international activities in light of best practices at other Canadian universities.

**Responsibility: VP Finance and Resources**

**Target Date: June 30, 2011**

#### **NEED:**

The UofS is blessed with a goodly number of faculty and staff dedicated to the task of internationalization, and they have worked long and hard on this front. However, since internationalizing our campus and curriculum has not been of sufficiently high priority, the resources and space made available are modest at best. We must do better if we expect to make the kind of progress envisioned in *Globalism and the University of Saskatchewan*. Resource needs are identified in various sections of this report. In a sense, how the university responds to the recommendations to resource these needs will serve as the clearest signal that we mean to honour the intentions of our Foundational Document.

Regardless of the specific initiatives that are funded, or their priority, it seems clear that the primary source of current international revenue—the differential tuition paid by international undergraduate students—is already committed. In order to fund new initiatives and activities, the UofS must look to generate additional revenue by recruiting more international undergraduate students.

A rather large and daunting number of financial ‘needs’ have been identified in the pages of this document. No attempt has been made to prioritize the needs or to determine the costs of meeting them—these are the subject of recommendations 41-43.

#### **RECOMMENDATIONS**

- 53. Prioritize the recommendations in this document that require funding.**

**Responsibility: Planning and Priorities Committee of Council in consultation with IACC.**

**Deadline: December 30, 2009**

- 54. Fund the most urgent priorities immediately from the Academic Priorities Fund on the**

**understanding that the Fund will be repaid as additional revenue from international sources becomes available.**

**Responsibility: PCIP**

**Target Date: December 30, 2009**

**55. Fund lower priorities as additional revenue from international sources becomes available.**

**Responsibility: PCIP**

**Target Date: Ongoing**

**Partnerships**

**(a) Partnerships with Other Universities:**

**Develop formal protocols for establishing, prioritizing, resourcing and maintaining international partnerships.**

*The University needs to have clear institution-wide guidelines for formal agreements with International institutions. Such protocols will provide a framework to guide individuals interested in developing new partnerships. They will also help to safeguard the institutional interests of the University, and the interests of its faculty, staff, and students.*

**REPORT ON PROGRESS:**

The Office of Global Relations, situated within the University Secretariat, was established in 2004 to help internationalize our campus community by: providing leadership on international protocol and special event programming; helping to internationalize the learning environment, supporting internationalization through service and outreach while enhancing the profile of our campus community in Canada and around the world; and fostering and sustaining university-wide connections with international stakeholders from industry, Canadian and foreign governments, internationally-engaged community organizations as well as post-secondary and research institutions from other regions of the world.

University wide memorandums of understanding, letters of intent, and formalized agreements with international organizations are the responsibility of the Office of Global Relations. The Global Relations Coordinator provides administrative support to those developing agreements, oversees the approval process including ensuring that the conditions of the agreement have been agreed to by the relevant deans and administrators, and forwards the agreements to the Provost or President for signing.

The Global Relations Coordinator, working with several faculty and administrators experienced with international partners, took the lead in developing an International Agreement Template. The Template includes direction to proponents to identify clearly the purposes, benefits, and costs of the agreement. The template is currently in use and will be modified as more experience is gained with it and shortcomings identified.

**NEED:**

The Global Relations Office has proven most useful to the UofS, particularly with respect to the scheduling and management of visiting foreign dignitaries and delegations. Indeed, the number of such visits has sometimes been onerous, and has not permitted the Office to provide the amount of help needed by academic units involved in the development and preparation of articulation agreements in recent years.

Despite the increase in the number of these articulation agreements in recent years, the UofS is well behind most other Canadian universities in its signing of such agreements and in its capacity to do so. In the absence of a person whose primary responsibility is to initiate and facilitate articulation agreements

including transfer-credit assessment, it takes much longer to develop agreements and there is increased risk that our partners will lose interest. It is in the interest of the University to have a person with expertise in this area to spearhead the development of articulation agreements, to increase internal efficiency, and to take responsibility for quality control.

The Articulation Specialist's role would include ongoing monitoring and consultation as agreements are implemented to identify and resolve potential issues of concern before they become major problems that could lead to misunderstandings between the partner institutions. The Articulation Specialist would put in place, and help to oversee, guidelines and mechanisms for reviewing relationships and programs to ensure that each agreement is meeting institutional objectives and functioning well for the students directly affected and to phase out ineffective or inactive partnerships.

**RECOMMENDATION:**

**56. Create an Articulation Specialist position within the Global Relations Office to initiate or assist in the initiation, of agreements with international partners, to facilitate the functioning of such agreements, and to oversee the reviews of agreements.**

**Responsibility: Global Relations Coordinator, PCIP**

**Target Date: December 30, 2012**

Agreements limited in scope to individual departments or colleges are signed by deans and stored locally such that they may never come to the attention of central administration. There should be no impediment to college initiatives but it would be helpful, if only to recognize the extent of internationalization, to record centrally all agreements.

**RECOMMENDATION:**

**57. The Global Relations Office should serve as the repository of ALL international agreements. Deans and Department Heads should automatically forward a copy of any agreement. The Office should develop and manage a read-only database, ideally linked to a web-based world-map with the locations of UofS partners identified and made widely available, including to the general public.**

**Responsibility: Global Relations Coordinator, Deans**

**Target Date: June 30, 2009**

*The University needs to find an appropriate balance between encouragement of individual and departmental initiative in establishing new partnerships, and the development of an overall institutional plan.*

Partnering with an international university or organization provides benefits to the partner and to the UofS. Benefits to international partners, as identified by the Association of Universities and Colleges of Canada<sup>19</sup>, include the provision of 'knowledge' and expertise to students through the delivery of courses and programs, training and upgrading of skills to faculty and staff, and opportunities to engage in research. Benefits to any Canadian university involved in an international partnership include an enhanced reputation, increased opportunity for student recruitment, international experiences for faculty, staff and students (i.e., recognition that our international partners contribute to personal and professional growth of our students, staff and faculty; the learning and development activities inherent in international partnerships are bi-directional), and prospects for research/development projects. In short, international

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<sup>19</sup> Knowledge exports by Canadian universities, Association of Universities and Colleges of Canada, available at [www.AUCC.ca](http://www.AUCC.ca)

partnerships, if structured and supported appropriately, are an important way to further all internationalization goals at the UofS.

We have a significant number of signed agreements with international institutions but, it is fair to say, many have been the outcome of the interests and enthusiasms of a single individual; when that interest/enthusiasm wanes or when the individual retires and leaves the university, the agreement fades away. Further, and even despite long-sustained interest, some partnerships have failed because there have been no or few resources to support them. Finally, international partnerships are unevenly distributed across the UofS with some colleges extensively involved and others without much activity. It is time to consider a planned approach to international partnerships that will focus our research and development efforts and help to draw in a larger number of UofS faculty, staff and students from across the campus. The intent is not to prevent or preclude international agreements outside the collection of ‘premier’ partners, but to encourage widened and deeper relationships between the UofS and a small group of international partners that will lead to sustained partnerships. While the Task Force focus is on international research and development, the members support an integrated approach involving R&D, curriculum development, and student involvement. We recognize that some existing partnership agreements will need to be re-negotiated if they are to be considered for support under this proposal.

The goal of this proposal is to create a mechanism whereby the institutional international goals are encouraged and supported centrally through the Office of the Vice-President Research and the International Research Office, while providing each major academic unit a good deal of flexibility in terms of how it best can help to achieve those goals. The proposal is to create a centralized fund to which our major academic units could apply to support the establishment, development and sustainability of major international partnerships. It is expected that most such partnerships would be with international universities, but other possibilities would be considered. Funding would be provided on a ‘matching’ basis including in-kind support, and the academic units applying for funding should make every effort to secure external matching funds. Matching funding would normally be provided on a 1:1 basis but exceptions could be considered where, for example, a prestigious international partner has been identified but the local academic unit has insufficient flexibility of its own funding to generate the required amount. Contributions of the international partner in support of the partnership should be clearly identified.

As funding will obviously be limited, the Task Force suggests that each college and school identify a ‘major’ international partner (larger colleges may need to identify more than one partner while smaller colleges and the Schools may well wish to join forces either with each other in the identification of partners in order to maximize benefits and outcomes). Joining forces with another Canadian university or a network of universities to partner with an international partner or partners should also be considered and even encouraged. In some cases these partners already exist, but prospective partners should certainly be included. Relationships with our major partners should be proudly and prominently displayed on UofS websites and in our publications.

Academic units seeking support would be required to submit a plan detailing the proposed uses of the requested and matching funding and describe how the plan will help the university achieve its internationalization objectives. Thus, a ‘plan’ would include research and development, post-doctorate, graduate and undergraduate student involvement, and the means/methods to be employed to incorporate the experiences and knowledge gained through the partnership into the college curriculum. Successful plans will respond/relate to one or more of the themes identified in our first and second Integrated Plans and in *Extending Horizons: The Research Landscape*, will specify the specific goals to be achieved within the timeframe of funding, and will describe the monitoring and record-keeping activities that are or will be in place to respond to problems and correct deficiencies as they arise, and be used to assess outcomes.

Strategic international partnership plans will enable faculty, staff and students to engage in activities that will help the UofS achieve its internationalization goals. Participants at the Workshop on the Future of International Research and Development were asked to make suggestions of ‘enablers’ of international research and development that could be incorporated into these plans. The suggestions generated at the Workshop and augmented by ideas of Task Force members include (but are certainly not limited to):

- ‘seed’ funding for research/development projects involving the partner;
- sessional lecturer replacement funds for units where faculty/staff teach courses at the partner during Fall/Winter terms or whose research necessarily requires travel to the partner at that time of the year;
- travel/subsistence grants to UofS students who attend the partner institution and who, upon returning, provide service of some form to the academic unit and the UofS;
- subsistence or other forms of assistance to sabbaticants involved in a research project carried out at the international partner;
- scholarships/stipends targeted to international graduate students from partners;
- stipends for Visiting Scholars from partner institutions who will be engaged in research and/or will be significantly involved in instruction at the UofS;
- financial support for ‘needy’ international partners which will build the partner’s capacity and sustain the relationship;
- travel/subsistence grants to exchange students from partners in disadvantaged countries;
- travel/subsistence support to faculty members who spend all or part of their sabbatical leaves at the partner institution.

#### **RECOMMENDATION:**

**58. Establish an International Research Partnership Fund to which Colleges and Schools may apply for support. Funding should be provided on a matching basis for up to five years (renewable) to international partnership plans that include:**

- significant involvement of faculty, staff and students;**
- significant cross/interdisciplinary;**
- evidence of reciprocity between UofS and partners;**
- evidence of external support including, but not limited to, that provided by the partner;**
- for development projects, a focus on underserved areas;**
- potential for growth and sustainability;**

**Responsibility: Vice President Research, PCIP**

**Target Date: July 1, 2011**

**Develop procedures to review partnerships on a regular basis, with a view to addressing issues of concern, phasing out partnerships that are ineffective or inactive, and adding new partnerships in areas of need and priority.**

*The University needs to monitor partnership agreements on a regular basis, working with lead individuals at the University of Saskatchewan and in the partner institution to address problems that arise. A review process must be carried out for each agreement about to expire, to determine whether it should be extended and/or modified, or phased out.*

Successful partnerships, whether with other Canadian universities or with foreign entities, are sustained over time and through changes in personnel. Hence, as indicated in Recommendation 58, funding to support partnerships should be renewable indefinitely. International partnerships which receive funding through the International Research Partnership Fund should be reviewed during the first six months of the last (5<sup>th</sup>) year of funding. Renewal of funding should be based on demonstrable success in achieving the

objectives of the partnership as specified in the original application. Direct consultation with the international partner should be undertaken to determine whether the goals and objectives of the partner are also being met.

**RECOMMENDATION:**

- 59. The Vice President Research and the International Research Office should establish a review process such that renewal or termination of the grant will be determined on the basis of objective evidence that the goals specified in the original application are being met.**

**Responsibility: Vice President Research**

**Target Date: December 30, 2012**

**Lay a foundation for the development and support of new cooperative ventures with other Canadian universities in areas of mutual interest (e.g., collaborative research, recruitment, training, taught abroad courses, etc.).**

*The University must be proactive in seeking opportunities to work cooperatively with other institutions in areas of mutual interest, in order to achieve greater efficiency and enhanced likelihood of success in an increasingly competitive environment. Other provincial or regional (Prairie) institutions might be preferred for such linkages, to capitalize on geographical and cultural proximity.*

**REPORT ON PROGRESS**

It is apparent that most collaborations are developed through faculty members who are personally invested in the research or training program and are willing to spend the time and make the necessary efforts. Various kinds of support (financial, technical, encouragement) need to be directed to those faculty who initiate partnerships or design programs that are considered to be of priority to the university.

The UofS has created three offices (Global Relations, International Research Office; Exchange and Study Abroad Office) that, depending on the objective, either take the lead in identifying opportunities to work collaboratively with other institutions or which can offer advice and assistance to others who have identified such opportunities. The Director of Government Relations is another source of information about opportunities. The proposed AVPI position, a consolidation of offices (see Recommendation 2), and the creation of an Articulation Specialist position (Recommendation 44) would put the UofS in an excellent position to significantly enhance our ability to seek opportunities and establish strong partnership relationships.

**(b) Partners with Saskatchewan and Canadian, Government Agencies, Non-governmental Organizations, Communities, and Businesses**

**Priorities:**

**Strengthen dialogue with government agencies to seek appropriate support for the internationalization efforts of the University.**

**Work to build effective partnerships with governments, businesses, NGOs, and communities to support and enrich our international activities.**

**REPORT ON PROGRESS:**

The University of Saskatchewan's Office of Government Relations was established in 2002. The Government Relations office facilitates communication and understanding between the U of S and all levels of government, and acts as a liaison, providing support and advice to the University community in their

contacts with government representatives, as well as providing an easy contact point for those in government who wish to learn more about the University of Saskatchewan and its activities.

The Director of Government Relations is often involved in international meetings and matters. For instance, the Director assists with the coordination of UofS participation in Provincial-led international missions to various locations focusing on post-secondary collaboration, works with others to seek support for specific projects having international significance and application (e.g. CLS, VIDO/Intervac, etc.), supports specific project requests to the Provincial Government on international areas (e.g., targeting increased international graduate student enrolment), participates in meetings with international Ambassadors and dignitaries, explores opportunities for institutional government collaborations on trade matters, and works with government to identify better modes for collaboration on international related files. The Government Relations Officer is often required to have knowledge of several Federal ministries and agencies like DFAIT, CIDA, and even international agencies like the UN including UNESCO that sponsor and encourage international initiatives.

Unfortunately, until recently, the Government Relations Officer has not been formally connected to any of the international offices or committees at the UofS. It is important and timely to involve Government Relations as part of a more coordinated approach to international activities on our campus and, to this end, the Government Relations Officer should become a member of the International Coordinating Committee (see Recommendation 3) to share information and to assist in the implementation of policies and best practices. Information about international activities at the UofS can, in this way, find its way through regular channels and contacts to the appropriate federal and provincial government agencies.

There is some obvious overlap between the Office of Government Relations and that of the Global Relations Coordinator leading to occasional confusion within and outside the university about the division of responsibilities.

#### **RECOMMENDATION**

**60. The Director of Government Relations and the Global Relations Coordinator should establish a clear division of responsibilities and establish procedures that will ensure cooperation and support between the two offices to the best advantage of the UofS.**

**Responsibility: Director of Government Relations, Global Relations Coordinator**

**Target Date: June 30, 2009**

#### **CONCLUSION**

The University of Saskatchewan has provided a high quality education to thousands of international students and faculty of the university have led or participated in many international research and development projects. Our accomplishments have been more the result of happenstance and the specific interests of individual faculty and staff members however, rather than the result of any concerted plan of action. The Foundational Document set the stage for a new era in our international activities, and the first two University Integrated Plans repeat the call for increased emphasis on and expansion in our international undertakings. The recommendations of this "Implementation Plan" flow from the Foundational Document and were created through numerous discussions in various quarters of the university.

However, only if the members of the university have the will, and create the capacity, to follow the recommendations, modified as necessary, will the outcome be a University of Saskatchewan that has a broader, more meaningful engagement with international activities.

## Appendix A

### Assessment of Progress towards the Goals Identified in *Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan*

The authors of *Globalism and the University of Saskatchewan* specified a general goal of doubling our international activities in the five years after adoption of the document. They then went on to identify a large number of specific goals (below) that the university was to “demonstrate progress on” by 2008. The standard “stop-light report card” format (red=little or no progress; yellow=modest progress; green=substantial progress) has been employed here to facilitate ease of grasping our progress to-date—note that the judgments of progress are personal assessments by the Special Advisor based on conversations with members of IACC, ICC, and others held during the winter/spring of 2008.

- foster greater awareness across campus of the importance of internationalization, opportunities for international engagement, and international activities currently undertaken by members of the University community (an objective which cuts across all goals)
- strengthen central administrative structures for internationalization, especially the International Student Office and University of Saskatchewan International, to enable them to meet the growing needs of students, faculty, departments, and colleges for administrative coordination and support to foster internationalization (see Section III.1, Administrative Structures to Promote and Support Internationalization)
- improve systems to monitor, measure, analyze, and publicize our institutional progress in all facets of internationalization (Section III.1)
- investigate opportunities to create a mixed-use facility (‘Global Commons’) designed to enhance international cooperation, collaboration, and activities for students and faculty (also proposed in the Core Area Master Plan and the Enrolment Plan) (Section III.1)
- enhance the range of courses and interdisciplinary programs with an international focus, wherever feasible, in colleges and departments across the University (Section II.1, Internationalizing the Learning Environment)
- increase the number and diversity of faculty with international expertise to complement areas of strength and respond to emerging opportunities for growth (Section II.1)
- increase the proportion of international students at the University from about 5% (2002-2003) to 7-8% by 2006, as proposed in the Enrolment Plan (Section II.3, Promoting the Academic Success of International Students)
- increase the cultural and disciplinary diversity of international students studying at the University of Saskatchewan (Section II.3)
- provide necessary support services for international students to ensure their academic success and social wellbeing (Section II.3)
- double, from 150 to 300 students per year, the number of participants in student exchanges, internships, taught abroad courses, and other programs to enable our students to undertake some of their studies abroad. (Section II.2, Enhancing International Academic Mobility)
- enhance the diversity of international study opportunities through new exchange agreements and

taught abroad programs offered in diverse parts of the world (Section II.2)

- strengthen support systems for students studying abroad, including orientation and emergency support programs (Section II.2)

- identify and lessen program barriers that impede students' participation in international learning programs, including transfer credit approval and basic language training (Section II.2)

- double research and project funding for international work, by tapping into funds from diverse sources, including Tri-Council grants, other Canadian government sources (e.g., CIDA, HRDC), international organizations, and private foundations (Section II.4, Strengthening International Research and Graduate Training)

- cultivate interest in international research and project initiatives across the University, including in units that have had relatively limited previous international engagement (Section II.4)

- encourage the development of much greater interdisciplinary and cross-college collaboration in the development and implementation of research, training, and development project initiatives (Section II.4)

- emphasize the importance of socially responsible research, to ensure that activities are implemented in accordance with established principles and practices for international research, including community participation in project development, respect for indigenous knowledge, and sharing of research results with communities and decision-makers (Section II.4)

- ensure that the particular challenges of international research and project work are appropriately recognized in performance evaluations and workload assignments (Section II.4)

- enhance opportunities for faculty and staff to participate in exchanges with their counterparts in universities abroad, as a means of facilitating professional development and strengthening linkages for research, teaching, and other forms of collaboration (Section II.2)

- increase the involvement of faculty, staff, and students in sharing their international expertise locally and worldwide through service activities that increase community capacity and awareness (Section II.5, Supporting Internationalization through Service and Outreach)

- enhance our institutional partnerships at home and abroad to support the University's internationalization vision and goals (Section III.3, Partnerships)

**Appendix B**  
**Senior International Administrative Positions at Selected Canadian Universities**

University	Position Title	Staff
<b>University of Western Ontario</b>	Vice-President (Research & International Relations)	<b>2</b> - Intl Program Development Coordinator, Consultant for International Research
<b>McMaster University</b>	Associate Vice-President (International Affairs)	<b>6</b> -Senior Project Manager & International Liaison Officer, Executive Assistant, <b>2</b> International Project Development Officers, <b>2</b> International Student Recruitment & Summer ESL Program Officers,
<b>University of Guelph</b>	Vice-President Research and International Liaison Officer	
<b>University of Waterloo</b>	Associate Vice-President International	<b>6</b> - Intl Programs Director & Intl Programs Alumni Officer (these 2 positions are a joint responsibility with other offices), Intl Std & Scholars Programs Managing Director, English Tutor Program Coordinator, Intl Student Advisor Program Coordinator, Administrative Officer
<b>University of Toronto</b>	Assistant Vice-President (International Relations)	<b>5</b> - Director of Intl Programs & Policy, Director of Intl Initiatives, Protocol Assistant, Intl Research Analyst, Administrative Coordinator
<b>Carleton University</b>	Vice-President (Research & International)	<b>2</b> - Executive Asst, Admin Asst
<b>McGill University</b>	Vice-Principal (Research & International Relations)	<b>15</b> - Asst. Vice-Principal, Assoc. Vice-Principal, Sr Advisor on Project Development, Director, Special Projects Officer, <b>2</b> Admin Asst, <b>4</b> Admin Coordinators, Student Office Asst, Communications Officer, Communications Administrator, Prizes & Awards Administrator

<b>Dalhousie University</b>	Associate Vice-President Academic (Outreach and International Programs)	<b>4</b> - Assistant Director, Financial Administrator, PIP & Uruguay Project Coordinator, Admin Asst
<b>UBC</b>	Associate Vice-President International	<b>5</b> - Director of Intl Community Engagement, GM of the HK Foundation for the University of BC & the Asia Pacific Regional Office in Hong Kong, Director of Intl Affairs, Manager of Communications, Admin Asst, Exec Asst
<b>University of Victoria</b>	Director of International Affairs	<b>3</b> - Assistant Director, Coordinator of Special Projects, Admin Asst
<b>Simon Fraser</b>	Associate Vice-President Academic (Students and International)	10 - Int'l Director, 2 Int'l student advisors, Development & Exchange Officer, Student Mobility Officer, Staff Mobility & Visiting Scholar Officer, 4 Student Recruitment & Admissions Officers
<b>University of Calgary</b>	Vice-Provost (International)	<b>5</b> - Asst to Vice-Provost (Intl), Exec Director (Centre for Intl Partnerships & Cooperation), Sr Director (Centre for Innovation & Research in Intl Development), Director (Centre for Intl Stdts & Study Abroad), Director (Centre for Language Assessment & Learning)
<b>University of Alberta</b>	Vice-Provost & Associate Vice-President (International)	Six Divisions, each with a Director and staff
<b>University of Regina</b>	Vice-President Research and International Liaison Officer	<b>3</b> - Director, Office of International Cooperation & Development, Intl Coordinator, Admin Secretary
<b>University of Manitoba</b>	Executive Director	<b>5</b> - Confidential Secretary, Intl Projects Financial Officer, Manager Intl Cooperation Agreements, Intl Development Project Officer, Admin & Communications Asst.

## Appendix C

### Roles and Responsibilities of Associate Vice-President International

The AVPI will:

- Provide oversight and coordination for all aspects of the University's international activities
- Supervise the realization of the Implementation Plan for *Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan*
- Advocate for the inclusion of an international dimension in the University's research, teaching and community service activities
- Promote faculty, staff, and student international mobility
- Communicate and form links with the international communities of Saskatchewan
- Represent the University of Saskatchewan to foreign visitors/delegations and to our international partners
- Develop and maintain a network of domestic and international contacts to promote the internationalization of the University of Saskatchewan

#### Administrative Duties:

- Member of the Provost's Executive Committee
- Member of Deans' Council
- Chairs the International Coordinating Committee
- Represents the Provost at the International Activities Committee of Council
- Supervises the functions and staff of the Global Commons, Global Relations Office, International Advisors Office, Exchange and Study Abroad Office

## Appendix D

### University of Saskatchewan Library Initiatives for International Students November, 2008

#### Background & Rationale

- Global Commons Liaison Librarian initiative innovative in expanding liaison function beyond ‘collections’ and programmes’, focusing on needs of this specific, under-supported and growing student population
- Research confirms that while international university students use the academic library *much more than their domestic* counterparts, they experience *significantly higher ‘library anxiety’* due to cultural and linguistic reasons, and increasingly due to different abilities and experiences with prior technological resources (online resources, database searching, etc.)  
Research, as reported for example by:  
Jiao, Q. G., & Onwuegbuzie, A. J. (2001). Sources of library anxiety among international students. *Urban Library Journal*, 11(1), 16-27.  
Onwuegbuzie, A. J., & Jiao, Q. G. (1997). Academic library usage: A comparison of native and non-native English-speaking students. *Australian Library Journal*, 46(3), 258-269
- Library’s Global Commons [GC] Liaison Initiative in alignment with IP (2004):
  - “...to attract and *increase* the number of international students attending [the] institution”
  - “to recruit more international students...and *improve support programs* for those who come to us from other countries.”
  - “it will be necessary to examine ways in which key *information literacy objectives* are met at the U of S.”
- Library’s GC Liaison Librarian initiative also in keeping with University of Saskatchewan Globalism & International Activities (2003):
  - “to develop *innovative strategies* to facilitate the use of the Library by students...”
- Autumn 2005: Discussions with Global Commons & International Student Office Manager, UofS Library (Acting) Dean, Collegium of Librarians
- January, 2006: Appointment as Global Commons Liaison Librarian

#### Instruction, Reference & Partnership Initiatives

- Non-native speaker language issues in ‘electronic’ research (catalogues, databases, websites)  
Initially offered to international students at all levels – now targeted toward graduate students  
Graduate students related to studies from practically every college (only exception: Kinesiology)
- Integrated instruction sessions for University Preparatory English Language Centre courses  
Graded, weighted assignments ranging from ‘technical searching issues’ to higher-level evaluative & critical thinking for transitional students
- ESL support & referral for foreign-trained & accredited ‘bridging’ students  
(medicine, pharmacy, law, etc.)
- Grammar, spelling, academic writing, citation resource sheets
- Creation of ESL Library Subject Page, including websites
- Acquisition of both print and online materials for collection
- Cross-cultural issues in citation & academic writing (Academic Integrity, in conjunction w GMCTE)
- 1-on-1 ‘face saving’ reference sessions outside of ‘traditional’ venues  
(late evening, week-ends, holidays, Roastery, Starbucks, home,...)
- ‘Roving Reference Round Table’ in GC Lounge (Autumn 2006 – Spring 2007): 50 separate 1-hour sessions, all but 2 = ‘multiple’, 38 resulting in bookings for in-depth 1-on-1 reference
- ‘Casual’ networking and 1<sup>st</sup> tier reference at international student events

- Partnerships with ULC & GC on a number of Graduate Student Fellowships focused on student peer-to-peer academic support

### Concerns

- Professors' expectations on language level: TOEFL: Test of English as a FOREIGN language, **not** native-speaker ability
- Professors' expectations of selves as native English speakers – not expected to know all the ins and outs of grammar
- Professors' awareness of academic support resources (ULC & Library) & referral ability
- Some professors' positions on 'internationalisation' as a policy
- Programmes & courses offered by us vs. University of Helsinki:
  - Academic writing support – team-taught workshops/seminars w both ESL specialists on academic writing and subject-specific PhDs (supervisors, others), w modules (conference paper proposals, poster sessions, dissertations, abstracts) as well as focal topics, e.g. sections & transitions within papers
  - Productive oral skills, especially for international TAs, instructors: Canadian context vs. European feedback. Nobody wants to deliver 'harsh feedback' & getting to next level. Feedback along lines of 'you speak English very well'.
  - Both of the above entail cross-cultural elements of communication style

## Appendix E

### International Research Office accomplishments, objectives, specific proposed actions, and the support needed

#### Background

The previous structure of U of S International featured three units: international student recruitment and study abroad, global relations, and international research. In 2004 with the implementation of the first Integrated Plan, this structure changed whereby each unit became embedded into their specific context for administration and leadership. International research then came under the purview of the OVPR-Research Services as the International Research Office. At that time, \$550,000 APF support for the International Research Office (IRO) was allocated. In April 2008, PCIP agreed to provide one-time APF Bridge funding for two years (2008/09 and 2009/10) in the amount of \$200,000 per year (\$400,000 total). This funding will allow the IRO to maintain the current level of activity and momentum until the Special Advisor's report is received, reviewed, and implemented.

#### Purpose

The IRO supports the university's research, scholarly and artistic activities beyond the borders of Canada. This includes contract research/projects and grants from the Canadian federal government (e.g. CIDA, IDRC, and DFAIT) and the Tri-Councils. Recent efforts have been made to strategically expand the university's funding base for international projects to include the World Bank and regional development banks, private foundations, and industry.

The IRO spearheads the coordination, facilitation and implementation of policies, programs, and partnerships in support of an expanding research and training portfolio. The office provides guidance to faculty and administration on all aspects of the project cycle and coordination of campus-wide training and capacity building activities which contribute to the successful procurement of long-term funding for U of S international projects.

#### Progress – Phase I

One of the priorities of the initial phase of the IRO was to establish a self sufficient operational office. The IRO now consists of the following staff; a Manager of International Research, Laurel O'Connor (November 12, 2008), an International Research Facilitator, Le Li (August 2008), and International Support, Roxanne Craig (March 2008).

The office embedded extremely well into Research Services (RS) likely due to the fact that daily activities of IRO are concurrent with RS contracts, grants, major programs, and facilitation. Good working relationships have been developed to support the work of research facilitators and college-based research officers to expand international opportunities available in those areas. The IRO was able to expand complementary funders available to the researcher community and began to establish research clusters. The office was also successful in an IDRC Global Partners grant which will allow for a program to be set up at the U of S that will provide seed funding to researchers. This program will begin January 1, 2009.

In response to the three country priority of the OVPR, the International Research Office was strategic in planning delegations to India, China and Brazil, which have resulted in new international partnerships for the U of S (Table 1).

In co-operation with the College of Graduate Studies and Research we have enhanced U of S student participation in international research and development with programs such as Students for Development, and Graduate Student Exchange Program, as well as faculty supervised projects.

<b>Table 1. Select Partnership Development 2004 - 2008</b>		
<b>Country</b>	<b>Institution</b>	<b>Initiatives</b>
<b>India</b>	Various: eg. Central Power Research Institute (Bangalore)	MOUs/LOIs
<b>China</b>	Various academic and industrial collaborators: eg. Chinese Academy of Agricultural Mechanization Sciences, China National Packaging and Food Machinery Corporation, Center for Eco-Environmental Sciences and Agricultural Meteorology, Meteorological Bureau of Tibet Autonomous Region, Institute of Botany, Chinese Academy of Sciences	ISTP Canada/China cooperative proposals
<b>Brazil</b>	University of Sao Paulo	Multi-country network of 34 universities (food processing)
<b>Russia</b>	State University - Higher School of Economics, Moscow	Socio- psychological and Economical Aspects of Russia's Modernization (Dual Masters Program)

In addition to the promotion of research intensiveness, the IRO continues to be an active contributor to campus-wide international activities including participation with U of S International Week, IACC, ICC, college-based internationalization committees, and support of incoming and outgoing delegations. Selected achievements for 2004 to 2008 are highlighted in Table 12.

<b>Table 2. Selected International Research Achievements: 2004 to 2008</b>			
<b>Project (s)</b>	<b>College(s)</b>	<b>Funder</b>	<b>Amount</b>
ICT for Development – Caribbean – 2008-2011	Nursing	IDRC	\$1.1 million
Training for Health Renewal – Mozambique – 2009-2014	Nursing & Medicine	CIDA	\$7.9 million*
Global Partners II (Seed Funding Pilot Project) – 2008-2011	Arts & Science and IRO	IDRC	\$212, 000
	Agriculture &	CIDA	\$1.0 million

Sustainable Rural Agriculture – Ethiopia 2004-2014	Bioresources		(2004) \$2.0 million* (2009)
Healthy Children in Schools – Trinidad & Tobago – 2006-07	Pharmacy & Nutrition	CIDA SSHRC PAHF	\$75,000
Nutritional Improvement for the Benefit of People’s Diets in Africa and Latin America	Agriculture & Bioresources	ICTA	\$67,000
Goat Production for Poverty Alleviation and Improved Nutrition in Women Headed Households in Uganda	Veterinary Medicine	Veterinarians Without Borders	\$57,140
Rapid Diagnostics to Improve Animal Health	VIDO	ISTPCanada/Government of India	\$2 million
Maya Healing in Contemporary Context in Belize	Arts & Science	SSHRC	\$96,277
Nutritional Improvement of the Important Pulse Legume, the Common Bean, through the Reduction of Seed Tannin Content, for the Benefit of People’s Diets in Africa and Latin America	Agriculture & Bioresources	International Centre for Tropical Agriculture (CITA)	\$67,200
Support For Amazonian Andean Indigenous Peoples and Sustainable Development Project	Arts & Science	CIDA	\$192,532
Quantum Entanglement of Spin 1/2 Hadrons (Dr. Chary Rangacharyulu has collaborated with research groups in Germany and Japan.)	Arts & Science	NSERC	\$90,000
Social and Geographical Accounts from Norway, Iceland, and Canada	Geology	European Science Foundation	\$715,000
Social and Geographical Accounts from Norway, Iceland, and Canada	Geology	SSHRC	\$190,000

*\* pending CIDA final approval*

## **Phase II (2009-2012)**

The International Research Office has achieved its initial objective of establishing an office; hiring core staff and providing programming and services to clients across the university that are engaged in international research activities. We are now in an excellent position to embrace and achieve the strategic initiatives for Globalization and Internationalization being set forward in the second Integrated Plan. Addressing the next four years, IRO has established objectives and defined actions that will allow us to expand our service and programming capacity and increase our support of international research activities aligned with the University of Saskatchewan's priorities and research themes.

### **Objective 1**

Undertake and support activities that lead to the enhanced internationalization of the University of Saskatchewan as well as facilitate the expansion, development, and collaboration of international research across colleges, centers and schools

### **Objective 2**

Provide support to researchers at critical points in the project implementation and management cycle to support the effective management of International Projects

### **Objective 3**

Active participation in the Second Integrated Planning Cycle and implementation of strategic initiatives arising from the Special Advisor's Task Force on International Research

### **Objective 4**

Benchmark and communicate success

## **Objective 1**

Undertake and support activities that lead to the enhanced internationalization of the University of Saskatchewan as well as facilitate the expansion, development, and collaboration of international research across colleges, centers and schools

## **Rationale**

A number of University of Saskatchewan researchers are involved in some form of international research, either through funding provided by the tri-council or through sponsors such as the Canadian International Development Agency, the International Development Research Centre, and various United Nations agencies, among others. While anecdotal knowledge exists regarding the particular needs of researchers with respect on international activities, no targeted needs assessment has been carried out to date in this regard. In order to effectively meet the needs of researchers in their international endeavors, an needs assessment should be undertaken in order to provide the University with detailed information on how to best support researchers.

New programming that focuses on enhancing scholar mobility, support for visiting scholars, and

early stage international project development will facilitate realization of the Internationalization goals of the University of Saskatchewan and ultimately resulting in an increase in the number of faculty engaged in international activities, particularly research and development projects. Additionally, the new programming will serve as a mechanism to direct resources to the thematic areas, sectors or regions that the University has deemed priorities, thus supporting capacity building in areas of pre-eminence. Securing of enhanced funding for such initiatives that have the potential to be leveraged through external funding programs should be considered an essential resource and pre-requisite to implementing new programming.

To be successful in the implementation of new programming the appropriate human resources are required. The IRO (1 Manager, 1 Research Facilitator; 1 Administrative Support) does not have the human resource capacity required to achieve the stated objectives. In collaboration with colleagues in the College of Arts and Science, we are currently in the process of establishing policies and procedures for the administration and management of the IDRC supported Global Partners II program, a valuable learning experience for all parties involved. What has become readily apparent early in this process, however, is the degree of effort and time that will be required to manage this project effectively and successfully. Given this, an additional Research Facilitator has been identified as a required resource.

#### **Actions**

**1. To undertake a faculty needs assessment survey regarding international research**

While a needs assessment survey will help to inform a more detailed understanding of specific needs across disciplines, department, colleges and schools, several areas in which the University of Saskatchewan could improve on its strengths in international research are already evident, as set out below.

**2. To create a Scholar Mobility Program to increase the number of faculty participating in both international conference and faculty exchanges**

- a. The Conference Fund should be increased 40% per year over the next four years, with a long term goal of increasing the number of international conferences at the University of Saskatchewan**
- b. Top-up support should be provided for scholars on academic leave who come to the University of Saskatchewan from other institutions as a means to attract some of the top people in a wide variety of fields to the University. A requirement of such top-up would involve teaching a course, as well as contributing to a number of activities such as cross-disciplinary seminars and public lectures in order to broaden the benefit of their presence on campus.**

Increasing mobility of scholars would enhance the reputation of the University of Saskatchewan and the enhance linkages, partnerships and personal relationships between researchers abroad. All of which will serve to initiate and support collaborative project development, graduate student exchanges, visiting scholars and foreign student enrollment. Increasing the number of Visiting Scholars to the University of Saskatchewan is a cost effective means to achieving a number of the University of Saskatchewan's goals around international engagement. It is anticipated that providing support for visiting scholars will not only serve as an incentive for top scholars to come to teach and deliver public lectures, but will also facilitate the establishment of partnerships and linkages with their home institutions that will ultimately lead to the identification of new opportunities for collaborative international project development.

**3. To establish an ongoing seed money development fund in the core budget to provide start-up money for researchers developing collaborative research proposals with international partners**

Financial support for the preparation of research for development grant applications is a priority if the University is to submit competitive applications for international research. Quality applications require seed funds to support the development of international collaborations and partnerships.

**4. To hire a Research Facilitator to join the IRO Team**

This position is critical given that international research tends to be more complex than research carried out domestically due to linguistic and cultural differences and difficulties, the need to enter

into collaborative agreements or contracts with organizations in other jurisdictions and the difficulties in understanding organizational and regulatory requirements in the partner's country, to name a few. Given this, an additional Research Facilitator has been identified as a required resource to successfully implement and manage new programming as well as increase our ability to identify and facilitating collaboration across academic colleges and departments to bring forth additional opportunities for international projects with an interdisciplinary focus.

## **Objective 2**

Provide support to researchers at critical points in the project implementation and management cycle to support the effective management of International Projects

### **Rationale**

The provision of project management assistance at strategic points in the project cycle, particularly addressing challenges requirements around financial accounting, has been identified as a need by a number of University of Saskatchewan researchers managing international projects. Significant competition for project funding places the onus on the applicant to thoroughly understand the application procedure, as well as the underlying and often understated criteria for assessing proposals and awarding contracts. In addition, funders continue to become more risk adverse and as a result have increased their project reporting and financial and accounting requirements with subsequent changes to their programming and procedures from year to year. To further benefit our clients, the IRO has identified the need to expand the role we currently play in international project management. Once project funding has been secured, project success hinges on effectively developing and establishing the appropriate project management infrastructure. This includes the identification of critical points in the progress of the project where due diligence is required. A majority of researchers involved in international research/development projects have limited experience in international project management and are unprepared for the amount of time and degree of effort required to meet the project reporting and financial management requirements of the funding partner. As well, they are often uninformed or have a limited understanding of the degree of their personal responsibility in regard to the financial aspects of the project. The development and implementation of standardized and customized project management services to support researchers at critical points in the project implementation and management cycle will not only fill an identified need, but also enable us to build and maintain strong working relationships with funders. In addition, safeguarding and enhancing the reputation of the University of Saskatchewan through international project success should always be a priority. The addition of a new resource to the IRO team, in the form an International Project Officer is fundamental to expanding the role of the IRO to offer project management support services. This position would work closely with other members of the IRO, RS and Financial Services to develop Standard Operating Procedures for International Project Management using internal and external best practices to guide the process. The establishment of a dedicated International Projects Officer will be critical for increasing the number of applications funded, the number of successfully managed projects, and the enhancement of the reputation of the University of Saskatchewan in the areas of international research and development.

### **Actions**

#### **1. To hire an International Project Officer to join the IRO team.**

This position is fundamental to expanding the role of the IRO to offer project management support services. The establishment of a dedicated International Projects Officer will be critical for increasing the number of applications funded, the number of successfully managed projects, and the enhancement of the reputation of the University of Saskatchewan in the areas of international research and development. Working closely with other members of the IRO, RS and Financial Services this position will take the lead to develop Standard Operating Procedures for International

Project Management using internal and external best practices to guide the process, and informed by the Needs Assessment which will help to validate and guide the development and implementation of this new service. In addition, the position will help to better align IRO resources, programs and services to be both a resource and a catalyst to achieving partnering across academic units and the establishment of cross disciplinary teams, build upon our successes and to pursue new international opportunities

### **Objective 3**

Active participation in the Second Integrated Planning Cycle and implementation of strategic initiatives arising from the Special Advisor's Task Force on International Research

#### **Rationale**

In coordination with Global Commons and Global Relations, the International Research Office plays an important and central role in contributing to the development and implementation of, the strategic initiatives that have been established to further the Globalization and Internationalization of the University of Saskatchewan.

#### **Actions**

- 1. To actively participate in the Task Force on International Research & Development Committee**
- 2. To actively participate in College led Internationalization Committees (e.g., College of Engineering International Partnership Fund, College of Medicine Internationalization and Bursary Committee) and regular meetings with representatives of Global Relations and Global Commons**

### **Objective 4**

Benchmark and communicate success

#### **Rationale**

In order to determine if the IRO is meeting its broad objectives, and that its actions are accomplishing the desired results, a set of administrative tools will be designed to track current progress and inform future decision-making. Having the ability to analyze progress against established metrics is extremely important when new programming has been implemented and new human resources have been secured. The success of the IRO in accomplishing its objectives will be established and communicated through the following means:

#### **Actions**

- 1. To establish clear goals and metrics for services and programming provided**
- 2. To generate a yearly impact and outcome assessment**
- 3. To adjust, develop and improve the services and programming offered in a timely manner based on an assessment of the clients' needs**
- 4. To share our successes with our clients and other stakeholders through a variety of communication tools**

#### **Summary**

International research will continue to occupy a strategic position in the Integrated Planning process and

International collaborations are of critical importance to the support and expansion of the University's research agenda. A widening and deepening of the role of the IRO, through the development and implementation of new programs and services based on real needs is a viable strategy to meeting the Universities international research agenda.

### **Budget for Conduction Needs Assessment, Seed Fund and Additional Human Resources**

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Needs Assessment Project (hire external consultant)	<b>35,000</b>			
Internal Seed Fund for New Programming	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>
Research Facilitator	55,000 plus (6,000 travel, expenses and PD) <b>61,000</b>	<b>61,000</b>	<b>61,000</b>	<b>61,000</b>
International Project Management Officer	60,000 plus (8,000 travel, expenses, PD) <b>68,000</b>	<b>68,000</b>	<b>68,000</b>	<b>68,000</b>
Conference Fund	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>
<b>Total Additional Funding Requested</b>	<b>334,000</b>	<b>299,000</b>	<b>299,000</b>	<b>299,000</b>

**Appendix F  
List of Recommendations**

<b>Recommendation</b>	<b>Target Date dd/mm/yr</b>	<b>Responsibility</b>	<b>Description</b>
<b>1</b>	<b>01/07/2009</b>	<b>President, BoG</b>	<b>Create an Associate Vice President International (AVPI) position reporting to the Provost. A proposed list of roles and responsibilities, and reporting lines is presented in Appendix D. The position should be reviewed during its 4<sup>th</sup> year or as soon as feasible to determine whether there is need to modify the title, scope, reporting lines, or the time allocated to the position.</b>
<b>2</b>	<b>AVPI App.</b>	<b>PEC</b>	<b>Transfer the reporting arrangement for the Global Relations Coordinator and staff, the staff of the International Student Office and the Exchange and Study Abroad Office, and the Global Commons to the AVPI.</b>
<b>3</b>	<b>01/07/2009</b>	<b>IACC Chair,</b>	<b>Each College should identify its administrative officer responsible for international activities and include membership on the ICC as a responsibility. Additional members will include: -AVPI (Chair) -Manager of International Recruitment -Manager of the International Student Office -Manager, Exchange and Study Abroad Office -Global Relations Coordinator -Manager of International Research -Government Relations Officer -Director of University of Saskatchewan Language Centre -Chair, IACC</b>
<b>4</b>	<b>01/07/2009</b>	<b>Provost</b>	<b>The mandate of the ICC be as follows: -to consider the implementation of policies on internationalization; -to gather and disseminate information on best practices regarding services to international students; -to eliminate duplication of services/efforts; -to share information and to ensure cooperation between central and College offices.</b>
<b>5</b>	<b>AVPI App.</b>	<b>Provost</b>	<b>The appointment of all visitors of international origin should be made as</b>

	<b>Date</b>		<b>Visiting Scholars through the Office of the AVPI. A list of International Visiting Scholars should be maintained on the UofS main International webpage.</b>
<b>6</b>	<b>30/06/2010</b>	<b>PCIP, BoG</b>	<b>Commit to the creation of a centrally located UofS International Centre, and instruct the Director, Integrated Facilities Planning, and the Planning, Space, and Development unit of FMD to prepare plans for this facility.</b>
<b>7</b>	<b>30/12/2011</b>	<b>Univ. Sec.</b>	<b>Modify the University of Saskatchewan Mission Statement to respect the spirit and intent of the International Mission Statement</b>
<b>8</b>	<b>30/10/2009</b>	<b>Deans AVP T&amp;L AVPI</b>	<b>Each College should provide, to the Provost's Office, a list of its international programs and courses, which should be annually updated. The catalogue of all college programs and courses should be updated regularly and posted in a prominent location on our international webpage. The catalogue would be useful in the context of a proposed International Certificate program (see Recommendation 16)</b>
<b>9</b>	<b>30/12/2009</b>	<b>Deans, AVPI</b>	<b>A database of faculty and staff with international interests and expertise, including the ability to speak a language or languages other than English, should be created and updated annually (note that this is not limited to faculty/staff educated abroad). The database should be publicly available and prominently displayed on the International webpage. Academic units should identify the international experiences of faculty on their own webpages and provide a link to the International webpage.</b>
<b>10</b>	<b>30/12/2010</b>	<b>Deans, Heads AVPT&amp;L AVPI</b>	<b>Deans and Department Heads should engage their faculty members in discussions on internationalizing the curriculum which may be achieved by modifying the content of existing courses to include international context or data and/or by adding international courses. Our focus should be on making our programs distinctive and innovative such that they will be attractive to Canadian and international students. In this way, academic units can fulfill several objectives of the UofS international agenda. The Gwenna Moss Centre for Teaching Excellence will provide support to faculty as they work to internationalize their own courses.</b>

11	30/11/2009	PCIP	Establish an International Curriculum Fund in the amount of \$25,000 available annually over a five-year period. Providing grants in amounts commensurate with the scope of the proposed curricular change and with a requirement of matching funding from interested Colleges, the university would see a sizeable increase in the number of courses with significant international content over the life of the program.
12	30/06/2010	APC, AVPI AVP T&L AVPI	To increase awareness of the need of international programming and to help maintain the catalogue recommended above, college Programs Committees and the Academic Programs Committee of Council should add a section on new Program and Course forms requiring comment on the international content, if any.
13	30/06/2010	Deans, Heads Vice Provost	Those with administrative responsibilities in Search and Appointment processes in the hiring of new faculty should ensure that an appropriate discussion occurs <u>prior to the authorization to fill a position</u> about the wisdom/necessity of recruiting and hiring someone with international experience or background.
14	30/12/2010	IACC, Registrar	An "International Certificate" program should be designed to grant credit to students who complete an agreed set or number of international activities, which, for example, could include appropriate coursework, a study-abroad experience, and/or international research or development work involving a significant amount of time spent in an international arena. The Certificate should be designed such that it can be obtained by completing existing (rather than in addition to existing) degree requirements. The creation of the program would also be the opportunity to achieve the goal in the International Mission Statement "to encourage and value international courses and experiences for Canadian students, exchanges that include a phase of knowledge-sharing upon return". The latter activity could be given significant meaning by creating, in each college, a credit course that involves knowledge-sharing of international experiences through presentations in classes and other public arenas. A student completing the program would receive an International Certificate and have this noted on the transcript.
15	30/06/2009	Director GMCTE	Increase the GMCTE annual budget by \$10,000 to support the workshop series on internationalization.

16	30/12/2010	Deans, Heads	Faculty and academic units should consider how best to facilitate interactions between international and Canadian students <u>in academic settings</u> . The Gwenna Moss Centre for Teaching Excellence will consider this matter within the workshop it plans to deliver on Best Practices in Internationalization. The ISO will be an important collaborator in these efforts.
17	30/12/2010	PCIP	Provide a base budget of \$10,000 to support International Week.
18	30/12/2012	PCIP	Increase the Conference Fund by \$50,000 over the next 4 years, with a long term goal of tripling the number of international conferences at the University of Saskatchewan.
19	1 yr after AVPI appointment	AVPI, IACC	Establish a fund of \$50,000 to provide stipends for International Visiting Scholars. The details of the program would be developed by the AVPI in consultation with the IACC, subject to the approval of PCIP.
20	30/06/2010	Risk Manager Manager, ESAO	Create a 1 FTE Travel Risk Management Specialist (ASPA Specialist 2) position to manage the communications/training and development of resources to increase our risk assessment capacity and management for study abroad and exchange programs. The position should be used to harmonize risk management programs for international travel and research/field work in Canada. The position would provide ongoing management of the International Travel Registry.
21	30/12/2009	Manager, ESAO PCIP	Increase the budget of the Study Abroad Assistance Fund to a minimum of \$50,000 immediately, followed by increases of \$25,000 per year to reach a total of \$250,000. The Director of the Study Abroad and Exchange Office should implement a financial support program which clearly differentiates between term/year long Exchange programs and shorter Study Abroad programs to more adequately recognize the increased costs of the former.
22	30/12/2010	AVP SESD, APC	Review the arrangements for transfer of credit approvals with the view to the implementation of a more timely and efficient system.
23	30/12/2010	IACC	Develop a policy governing central support for UofS study-abroad programs.
24	30/06/2009	Global Relations	Insert where possible, short-term exchanges of

		<b>Coordinator</b>	<b>appropriate staff members into agreements between the UofS and its international partners. The template for such agreements should be modified to include suitable wording.</b>
<b>25</b>	<b>30/12/2010</b>	<b>Enrol. Director Int. Recruit. Manager AVPI USLC Director</b>	<b>The Director of Enrolment and the Manager of International Recruitment, in consultation with the Enrolment Task Force, the AVPI, the IACC and the USLC, should revise and update our recruitment plan for International undergraduate students. The plan should take into account the realities of Saskatchewan demographics and projections of the numbers of available domestic and international students, reflect the desire of the university community for a diverse group of such students and the directive that “given our sense of place, recruitment efforts should be emphasized for countries where there is a commonality of interests.” The recruitment plan should actively consider establishing formal agreements with the several, reputable institutions in Canada providing English-language instruction to foreign students.</b>
<b>26</b>	<b>30/12/2009</b>	<b>AVP SESD Registrar IT Director</b>	<b>Maintain the University and International WebPages at a high standard. Comparisons with other universities known to be successful in recruiting international students should be made to determine best practices and the site should be ‘tested’ by a cadre of our own international students to ensure it meets their needs and is user-friendly.</b>
<b>27</b>	<b>30/12/2010</b>	<b>AVP T&amp;L</b>	<b>The Task Force on Enrolment should consider the issue of demand for existing programs by international students and the capacity to admit more such students into these programs.</b>
<b>28</b>	<b>30/06/2011</b>	<b>VP Finance Dir. Consum. Serv.</b>	<b>Considering the number of international students that the UofS must attract to maintain overall enrolment at the current level, develop and implement a residence plan that will allow the UofS to offer residence space to all first-year international students, and to larger percentage of international students generally, while maintaining the practice of housing Canadian and international students together.</b>
<b>29</b>	<b>30/12/2009</b>	<b>Deans</b>	<b>Colleges should review the terms of those scholarships available to their students. Scholarships currently available to international students should be used to recruit qualified students. Where possible, scholarships restricted to targeted groups should be expanded to include international students.</b>

30	30/12/2009	AVP SESD	Increase the base budget of ISO to provide for 1 additional International Student Advisor, a .5 FTE CUPE staff member, and \$15,000 for operating expenses.
31	30/06/2011	PCIP	As international undergraduate student enrolment rises above current levels, use part of the additional revenue generated to fund academic advisors in the Colleges, with initial priority given to Arts & Science, the Edwards School of Business, and Engineering.
32	30/06/2011	Enrol. Director Intl Recruit. Manager USLC Director	Integrate the recruitment efforts of USLC with those of the International Undergraduate Recruitment Office AND the Graduate Recruitment Office to achieve a more diverse body of students.
33	30/12/2010	CCDE Director VP Finance	Review the funding arrangements for USLC to ensure that it has sufficient funds to continue to operate while it recruits students in support of the diversity objectives of the UofS.
34	30/06/2010	PCIP	Create and guarantee sufficient space in the Williams Building to permit an expansion in capacity of USLC to a minimum of 400 students.
35	30/06/2010	USLC Director APC	Create and approve a template ESL Bridging Program that could be used by all programs and colleges. Each program/College would identify those courses that Bridging Program students could take for credit.
36	30/06/2010	Registrar APC	Revise the English Proficiency statement in the Calendar to indicate that admitted students found to have inadequate oral or written English-language skills may be required to attend the USLC to undergo assessment and, if necessary to register for a remedial program.
37	30/06/2011	AVP SESD Dean, CGSR	Implement a remedial English-language skill program for those currently-registered students who have deficiencies that impede progress towards completion of their degree programs.
38	30/12/2009	Registrar APC	Review the English language requirement for foreign students studying English language at a Canadian high school to determine whether the UofS should adopt a new standard equivalent to those in place at other Canadian universities.
39	30/12/2009	VP Research	That International Research and Development be

defined as research, scholarly, and artistic work that has at least one and typically several of the following characteristics:

- Involves international partners;
- Is conducted in whole or in part outside of Canada and acknowledges local-global connections;
- Is mutually beneficial to all collaborating parties;
- Often involves an element of faculty/student travel;
- Often derives its funding from International sponsors;
- Promotes sustainable, long-term partnerships.

40	30/12/2010	Provost	In the annual performance review of each Dean the Provost should seek an update from the Dean about College international activities and programs, including a summary of the Dean's leadership in this area of responsibility. That part of the update summarizing the Dean's leadership on international research, scholarly and artistic work should be shared with the Vice-President Research.
41	30/06/2010	Manager, IRO	The International Research Office should establish working groups based on geographical regions/countries and/or themes, organizing biannual meetings to provide information on funding opportunities and potential international partners, facilitate discussion among participants of collaborative projects, And the mentoring of junior colleagues.
42	30/12/2009	Res. Comm. Dir.	Research Communications should work with the IRO to prominently display and advertise UofS involvements in international research and development.
43	01/07/2010	Vice Provost Deans	Where appropriate the letter of appointment of new faculty should include a clear statement of responsibility for international activity. This should then be factored into workload assignments.
44	01/07/2011	Vice Provost Deans	University and College standards documents should be modified where necessary to require the consideration of barriers and risks of international research/development involvement in decisions of tenure, promotion, and special salary increases.
45	01/07/2011	Vice Provost Deans	College Review Committees and the University Review Committee should consider the issue

			of forms of knowledge translation alternative to traditional peer-reviewed journal articles, particularly as they relate to international development work, and appropriately and as necessary modify official documents concerning decisions in matters of tenure, promotion, and special salary increases.
46	01/07/2012	VP Research	The Vice President Research should work with the International Activities Committee and the Research, Artistic and Scholarly Work Committee to create an International Researcher Award that, like other major university awards, is presented at Convocation.
47	30/12/2011	Manager, IRO	Consulting with the Research, Scholarly and Artistic Work Committee, and with the Associate Deans Research, the International Research Office Should create a database on international research and development activities involving members of the UofS. At a minimum the database would identify: <ul style="list-style-type: none"> <li>-the titles and funding amounts/sources for each project;</li> <li>-the UofS and partner faculty, staff, students and PDFs involved in each project;</li> <li>-peer-reviewed publications and other knowledge-translation outcomes.</li> </ul> These measures would become the benchmarks against which future performance could be assessed. International Research Office staff should work with Associate Deans Research in the Colleges to collect the data and to update the database annually.
48	30/06/2012	Chair, RSAW Chair, IACC	The Research, Scholarly and Artistic Work Committee and the International Activities Committee should work together to agree on the benchmarks for international research and development activities. Working closely with the Vice-President Research who will be able to provide information on resource availability, these Committees will also identify the specific future targets to be achieved.
49	30/06/2012	Chair, RSAW	Commencing in 2012, the Research, Scholarly and Artistic Work Committee should annually report progress towards achieving the agreed targets to University Council.
50	30/06/2010	VP Research, PCIP	Establish base-budget funding for the International Research Office.

51	01/05/2011	VP Research, PCIP	Augment the International Research Office staff by funding an additional Research Facilitator and an International Project Officer.
52	30/06/2011	VP Finance	Review and recommend appropriate changes to the funding arrangements to support international activities in light of best practices at other Canadian universities.
53	30/12/2009	Planning & Prior.	Prioritize the recommendations in this document that require funding.
54	30/12/2009	PCIP	Fund the most urgent priorities immediately from the Academic Priorities Fund on the understanding that the Fund will be repaid as additional revenue from international sources becomes available.
55	Ongoing	PCIP	Fund lower priorities as additional revenue from international sources becomes available.
56	30/12/2012	Global Rel. Coord. PCIP	Create an Articulation Specialist position within the Global Relations Office to initiate or assist in the initiation, of agreements with international partners, to facilitate the functioning of such agreements, and to oversee the reviews of agreements.
57	30/06/2009	Global Rel. Coord.	The Global Relations Office should serve as the repository of ALL international agreements. Deans and Department Heads should automatically forward a copy of any agreement. The Office should develop and manage a read-only database, ideally linked to a web-based world-map with the locations of UofS partners identified and made widely available, including to the general public.
58	01/07/2011	VPR, PCIP	Establish an International Research Partnership Fund to which Colleges and Schools may apply for support. Funding should be provided on a matching basis for up to five years (renewable) to international partnership plans that include: -significant involvement of faculty, staff and students; -significant cross/interdisciplinary; -evidence of reciprocity between UofS and partners; -evidence of external support including, but not limited to, that provided by the partner; -for development projects, a focus on underserved areas; -potential for growth and sustainability.
59	30/12/2012	VPR, IRO	The Vice President Research and the International

**Research Office should establish a review process such that renewal or termination of the grant will be determined on the basis of objective evidence that the goals specified in the original application are, or are not, being met.**

**60**

**30/06/2009**

**Dir. Govt. Rel.  
Global Rel. Coord**

**The Director of Government Relations and the Global Relations Coordinator should establish a clear division of responsibilities and establish procedures that will ensure cooperation and support between the two offices to the best advantage of the UofS.**

**Appendix G**  
**Final Report of the Task Force on International Research and Development**

**Final Report**

**Task Force on International Research and  
Development**

**July 30, 2009**

**Task Force Membership:**

**Susan Blum, Research Services**  
**Louise Buhler, College of Medicine**  
**Ajai Dalai, College of Engineering**  
**Patricia Farnese, College of Law (representing RSAW Committee)**  
**Volker Gerts, VIDO**  
**Mike Grevers, College of Agriculture and Bioresources**  
**Laurel O'Connor, International Research Office, Research Services,**  
**Jim Thornhill, College of Medicine**  
**Jim Waldram, College of Arts & Science**  
**Tom Wishart, Provost's Office, (Chair)**

**Roxanne Craig, International Research Office, Administrative Coordinator**

## Executive Summary

Our Foundational Document on internationalization and the first and second Integrated Plans consider the University of Saskatchewan to be under-performing with respect to international research and development. The Task Force was created to advise the university, through the Vice-President Research, on matters relating to improving our performance. In particular, the Task Force was charged with providing recommendations concerning a viable definition of international research and development, the specific focus or centre of this type of work at the UofS, the goals the university should set, the programs and activities that should be put in place to allow the UofS to meet its goals, the measures by which these programs and activities could be assessed, and an implementation plan.

Following discussions at the committee level, the Task Force sponsored a half-day workshop attended by 80 faculty and staff involved in international research and development in order to gather community views on the issues. Participants were asked to discuss whether the UofS needed to focus its efforts and, if so, what the foci should be. Additionally, participants engaged in an exercise to identify 'barriers' to and 'enablers' of international research and development.

Building on the advice provided at the workshop, the Task Force constructed a set of recommendations that it believes should be implemented in order to permit the UofS to play a bigger role and have larger impacts than it does. The recommendations span five areas:

- Creating and Fostering a Culture of International Research & Development
- Recognition for International Research & Development
- Tracking/Reporting Our Activities and Bench Marks Measuring Success
- Provide Base-Budget Support for the International Research Office
- Identifying and Supporting our International Research and Development Partnerships

Fundamental to this report is the Task Force's opinion that research and development are integral to other aspects of internationalization rather than as independent, stand-alone activities. Indeed, the Task Force expects that any UofS development projects will necessarily include some aspects of research. Many previously written UofS documents either explicitly or implicitly subsume international development work under 'research'; in what we hope will become the standard at this university we have tended to consistently use the phrase 'International Research and Development' in order to elevate the status of the international development work and to emphasize the interrelatedness of these areas.

We suggest an **International Research and Development Partnership Fund** be created to support a small number of sustainable international partnerships that involve extensive connections to the UofS. Partnerships would be identified by our colleges and schools and involve student and staff exchanges and research/development projects leading to innovative curriculum development. The Task Force members strongly believe that implementing this arrangement would create opportunities to significantly increase our involvement and achievements and enhance our reputation for internationalization.

The implementation plan is embedded in the report itself by identifying the Vice-President Research as having primary responsibility for oversight but naming specific individuals and/or committees responsible for particular recommendations. A suggested timetable for the implementation of the recommendations is provided.

## CONTENTS

<b>Executive Summary</b>	<b>2</b>
<b>Introduction</b>	<b>5</b>
<b>Creation of the Task Force</b>	<b>8</b>
<b>International Research and Development Defined</b>	<b>9</b>
<b>Goals for International Research and Development</b>	<b>10</b>
<b>Key Initiatives and Activities</b>	<b>12</b>
• <b>Creating and Fostering a Culture of International Research &amp; Development</b>	<b>13</b>
• <b>Recognition for International Research &amp; Development</b>	<b>14</b>
• <b>Tracking/Reporting Our Activities and Bench Marks Measuring Success</b>	<b>15</b>
• <b>Provide Base-Budget Support for the International Research Office</b>	<b>17</b>
• <b>Identifying and Supporting our International Research and Development Partnerships</b>	<b>19</b>
<b>Implementation Plan</b>	<b>22</b>
<b>Conclusion</b>	<b>22</b>
<b>Appendix 1: List of Recommendations</b>	<b>23</b>
<b>Appendix 2: The Future of International Research &amp; Development at the University of Saskatchewan; Summary of the Workshop</b>	<b>27</b>

## Introduction

Over the last decade a series of documents have referred to the importance of internationalization to all aspects of our mandate. A few excerpts from some of these documents will serve as useful reminders to readers of the rationales, objectives, and intentions posited for our involvements in international activities.

### ***A Framework for Planning at the University of Saskatchewan***

The point is to strive to measure and be measured by high international standards. Bringing the world's work to our door and taking our work to the world is a fitting vision for a university created in a spirit of service and residing in a Province whose future, in large measure, depends on how well it can compete in a global marketplace.<sup>20</sup>

### ***Strategic Directions***

Boundaries are becoming less distinct. The new global environment demands students and faculty who are citizens of the world. In the competitive and internationally collaborative environment of research and innovation, our scholarly activities will be internationally known and respected. By pursuing our activities at high standards, in a globally competitive environment, and bringing the fruits of international scholarship to our region, the university will play a leadership role in the revitalization of our province.<sup>21</sup>

### ***Globalism and the University of Saskatchewan: The Foundational Document for International Activities***

This document identifies three priority areas for increasing and sustaining the institution's scholarly and artistic activities in the realms of international research and development work:

- Creating an environment which supports and recognizes international research, development work, scholarly and artistic activities;
- Increasing faculty awareness of international opportunities and creating support systems to facilitate and encourage international activities; and
- Encouraging increased international training and research for graduate students.

These priority areas suggest the broad challenge to the University community: to develop a clear understanding of international contributions and the obstacles that inhibit performance in the international domain. Action items may include examining University incentive systems for pre-conceptions of the value of international work (including the value of the funding source – international development projects are often funded by industries or non-profit organizations), and providing assistance in identifying and connecting researchers with funding agencies. By pulling the various internationalization pieces together with a renewed focus on achieving our research goals (e.g., increasing international research contracts; improving success rates in applications for support for international development projects), and through inter-college discussions, the University can draw upon the experiences of departments and colleges with extensive histories in international research/development activity to develop support mechanisms for international activities across a broad spectrum of research, scholarly and artistic activities.<sup>22</sup>

### ***Foundational Document: Research, Scholarly and Artistic Work***

The University increasingly functions within a global community. This

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<sup>20</sup> *A Framework for Planning at the University of Saskatchewan*: 1998

<sup>21</sup> *Renewing the Dream: University of Saskatchewan Strategic Directions*, 2002

<sup>22</sup> *Globalism and the University of Saskatchewan: The Foundational Document for International Activities*: 2003

awareness, of the world outside our national boundaries has shaped one of our institutional goals – to develop an international reputation in a few select areas of research, scholarly and artistic performance. The challenge and benefits of internationalization, however, extend beyond a quest for recognition by the international community of local and national research, scholarly and artistic projects and expertise. University faculty are encouraged to engage in projects that address major global issues, to dialogue with scholars outside of Canada through presentations or exhibitions, and to contribute to socially just, sustainable development for poor, marginalized groups.

International research, scholarly and artistic work encompasses scholarship activities conducted abroad, projects undertaken in collaboration with colleagues from other countries, and empirical and theoretical studies of international dynamics (e.g. international trade or migration). By pursuing these different aspects of internationalization, the University addresses its goals, motivations, and, to some extent, the process by which internationalization may be achieved. The University of Saskatchewan will define its unique contribution in terms of its research, scholarly and artistic activities in context of the provincial, national and international setting.

Collaborative opportunities are also being incubated at the international level where University of Saskatchewan research, scholarly and artistic work on local and national issues has garnered international recognition for the institution and provided a basis for building strong collaborative ventures. International scholarly connections have emerged in many diverse areas (for example, secured transactions, tuberculosis, landmines, climate change, crop-development and dryland farming, immigration and social change, educational administration) and are likely to continue to grow in number, prominence, and impact.

#### ***A Framework for Action: First Integrated Plan (2003-2007)***

Over the past ten years, the University has fallen behind comparatively-sized institutions in terms of international engagement and significant steps have to be taken to support and expand our commitments in this vital field. Through the discussions leading to the adoption of the International Foundational Document, it became clear that the University of Saskatchewan has to review its internationalization structures and programs and make significant strides to stay competitive in this increasingly important area.

A renewed emphasis on international development—with the goal by the end of this planning cycle of increasing our international research activity five-fold—will be launched in the Office of Vice-President Research.

Responsibility for the promotion of international contract research will be relocated to the Office of the Vice-President (Research). The new International Research Office will be charged with spearheading the coordination, promotion, and implementation of international contract research activities, with a view to encouraging a dramatic expansion in our success in this area. The University of Saskatchewan should be a major participant in international research, training, development, and academic consulting work; at present, we play a very minor role in this field. In addition, we will need to attract major contracts where we are the major executing agency. While the International Research Office will have the modest goal of doubling our international research activity by 2007, its unofficial target will be several times that level.<sup>23</sup>

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<sup>23</sup> *A Framework for Action: First Integrated Plan (2003-2007)*, 2003

### ***Toward an Engaged University: Second Integrated Plan (2008-2012)***

During the First Planning Cycle, the University increased its investment in the internationalization of the student experience and the building of international research partnerships. Still, compared with other institutions, investments in this realm are modest and so are our achievements. Very few of our students seek international opportunities, our international research and training efforts are uneven, and our capacity to recruit international students is fragile. As a result, we are not able to take advantage of the benefits that diversity can bring to a campus that is relatively isolated from major population flows. In the Second Planning Cycle, the University of Saskatchewan needs to emphasize and systematically promote reciprocal opportunities for undergraduate and graduate students to study internationally, in part through strategic engagement with key partners such as the University of the Arctic. Our ambition must be more global in character; building on the experience in the First Planning Cycle, we will identify areas of study within our program array attractive to international students and market these internationally through a more focused and aggressive international student recruitment strategy. We will need to support international students with supplemental language courses and orientation programming when they arrive. The implementation plan under development for the *International Foundational Document* will provide important direction and prioritization of additional activity aimed at ensuring that the University of Saskatchewan is a destination of choice for international students and that our students have increased opportunities to explore global issues, both on campus and abroad. The Second Planning Cycle will focus on Aboriginal content in programs and on intellectual engagement with Aboriginal peoples and cultures, regionally, nationally, and internationally, building on our engagement with other post-secondary institutions such as the University of the Arctic.

Over the course of the Second Planning Cycle, the University will identify a handful of areas that have already achieved pre-eminence regionally, nationally, or internationally, and those that are on the cusp of doing so. These areas will be promoted by the University in connection with recruitment and public relations and will receive modestly enhanced resources in exchange for assuming a responsibility to make an impact benefiting the University as a whole. The selection of the areas of pre-eminence will build on work recently completed and will be based on evidence of outstanding research and scholarly performance particular to the area of study and potential for sustainable impact that goes well beyond a single individual or unit.

The University of Saskatchewan will actively engage a wide variety of external partners to support mutually-beneficial goals and the priorities outlined in this plan. To be even more successful in today's environment, the University of Saskatchewan needs to constructively partner with a wide variety of external agencies: other universities and post-secondary institutions, school divisions and boards of education, all levels of government, Aboriginal communities, communities throughout the province, international parties, private and industry sector partners, alumni, to name a few.

...this plan has identified University-level commitments that will guide, lead, and co-ordinate college and unit initiatives in areas such as Aboriginal engagement, program innovation, student recruitment and retention, areas of pre-eminence, internationalization, and so on. University-level leadership and, to the extent possible, resources will be essential to advance these chosen priorities.

### **Creation of the Task Force**

Responding to the needs and directives identified above and fulfilling his commitment to the Research, Scholarly and Artistic Work Committee of Council, Vice-President Franklin

established a Task Force on International Research & Development in the spring of 2008. At the first meeting of the Task Force the Vice-President asked the members to consider five issues and to provide a report on its deliberations and recommendations by the end of the 2008-09 academic year. In particular, the VP asked the Task Force to:

1. Develop a clear definition of International Research/ Development
2. Identify institutional goals for International Research and Development
3. Identify key activities and initiatives that need to be in place (e.g. three-country strategy, etc.)
4. Identify bench marks that measure success
5. Prepare an implementation plan — who, what, when

The Task Force held its inaugural meeting in April of 2008 and, with the exception of the summer months in that year, met monthly thereafter until submitting this Report which responds directly to the five items listed above.

A major exercise conducted by the Task Force involved consulting with the university community through a workshop titled *The Future of International Research and Development at the University of Saskatchewan* which drew some 80 participants. Workshop participants considered whether and how to focus our efforts, identified ‘barriers’ to international research and development, and offered advice with respect to overcoming those barriers. A summary of the workshop is provided as Appendix A; many of the recommendations contained in this Report directly reflect the workshop outcomes. Of particular note was the widespread sentiment among workshop participants that our senior administrators need to regularly demonstrate their commitment to international research and development.

## **International Research and Development Defined**

International research, scholarly and artistic work encompasses scholarship activities conducted abroad, projects undertaken in collaboration with colleagues from other countries, and empirical and theoretical studies of international dynamics (e.g. international trade or migration).<sup>24</sup>

International research encompasses a range of different types of research activities, including scholarly research projects, larger-scale international development and training projects, applied or operational research projects, and long-term collaborative research involving networks of scholars in different countries. It involves not only work conducted abroad or in collaboration with colleagues from other countries, but also work on diverse types of empirical and theoretical analysis of international dynamics (e.g., international commerce, international migration).

Scholars from the University of Saskatchewan contribute to the internationalization of research not only through studies conducted abroad or about international topics. They advance the University’s international engagement by publishing in international journals, participating in international conferences and workshops, communicating research results in languages other than English, and serving on selection committees for international awards. They contribute to international scholarly development by helping to train graduate

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<sup>24</sup> *Foundational Document: Research, Scholarly and Artistic Work, 2004*

students and postdoctoral fellows from other countries.<sup>25</sup>

In considering a Definition of International Research and Development, Task Force members suggested that it is difficult to separate research and development in many instances, and that furthermore, it is desirable to include research objectives in development projects; indeed, there was agreement that the UofS should NOT formally engage in development projects unless there are clear elements of research involved. It was also recognized that many UofS members have a great deal of experience in local or national community-based research and development projects, and that applying local learnings to our international research and development projects could and should be a distinguishing feature of UofS efforts.

There was general consensus among the members that wherever possible involvement in international research and development should include our undergraduate and graduate students and post doctoral fellows, and that international research and development work should be of clear benefit to our international subjects/'clients'/partners.

#### **RECOMMENDATION:**

**1. That International Research and Development be defined as research, scholarly, and artistic work that has at least one and typically several of the following characteristics:**

- **Involves international partners;**
- **Is conducted in whole or in part outside of Canada and acknowledges local-global connections;**
- **Is mutually beneficial to all collaborating parties;**
- **Often involves an element of faculty/student travel;**
- **Often derives its funding from International sponsors;**
- **Promotes sustainable, long-term partnerships.**

**Responsibility: Vice President Research**

**Target Date: December 30, 2009**

### **Goals for International Research and Development**

The Task Force members affirmed the general institutional goals of internationalization in general identified in the International Mission Statement<sup>26</sup> that outlines the rationale/obligations, goals/objectives, and priorities of internationalization on our campus.

The goal of internationalization of the University of Saskatchewan is to integrate an international dimension into its education, research and service activities in order to prepare the University community to live and work in an increasingly interdependent world. University internationalization would promote global cooperation where human survival, social justice, environmental integrity, and humanitarianism prevail, while contributing to Canada's academic, cultural, economic, scientific, and technological excellence.

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<sup>25</sup> *Globalism and the University of Saskatchewan: The Foundational Document for International Activities*, 2003

<sup>26</sup> *International Mission Statement*; available at [http://www.usask.ca/research/research\\_services/international/missionstatement.php](http://www.usask.ca/research/research_services/international/missionstatement.php)

The International Mission Statement contains a number of objectives that speak to international research and development:

- promoting faculty and staff study, research, and work abroad through individual, institutional, and national programs, whereby participants contribute to University internationalization upon return, and the University honours and rewards excellence in international activities;
- seeking international development projects, supported by external funding, that provide opportunities to cooperate with foreign counterparts, and exchange technical assistance for capacity-building of partners;
- developing institutional cooperation agreements, connecting institutions for mutually beneficial academic and service purposes;
- encouraging research to enhance internationalization that complies with community, national, and international standards and protocols for conducting ethical research, and collaborates in effective global partnerships producing knowledge for widespread dissemination, and setting up centres of excellence with an international focus;
- encouraging and valuing international courses and experiences for Canadian students, such as field work and research, interdisciplinary courses, study tours, and student exchanges that include a phase of knowledge-sharing upon return;
- providing a welcoming and supportive environment for international students and other learners (researchers, interns, visiting faculty) to share their knowledge and be a resource and catalyst for internationalization during their stay;

Specific 'targets for international research and development', embedded in officially approved UofS documents, have been identified by various individuals and groups as follows:

- Over the next five years the University of Saskatchewan faculty should increase the operating funding obtained from the federal granting councils (MRC/CIHR, NSERC and SSHRC) and increase total research funding from other sources so that both types of funding exceed the national average.<sup>27</sup>
- to build on our current and emerging strengths and traditions to increase the intensity of research, scholarly and artistic activity over the next decade to be clearly established as:
  - Among the top ten medical/doctoral universities in Canada; and
  - One of a select few internationally in key areas.<sup>28</sup>
- A renewed emphasis on international development—with the goal by the end of this planning cycle of increasing our international research activity five-fold.<sup>29</sup>
- While the International Research Office will have the modest goal of doubling our international research activity by 2007, its unofficial target will be several times that level.<sup>30</sup>
- [by 2006-07] double research and project funding for international work, by tapping into funds from diverse sources, including Tri-Council grants, other Canadian government agencies (CIDA, HRDC), international organizations, and private foundations<sup>31</sup>

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<sup>27</sup> *Increasing Research Intensiveness at the University of Saskatchewan*, 2000

<sup>28</sup> *Foundational Document: Research, Scholarly and Artistic Work*, 2004

<sup>29</sup> *A Framework for Action: First Integrated Plan (2003-2007)*: 2003

<sup>30</sup> *ibid*

<sup>31</sup> *Globalism and the University of Saskatchewan: The Foundational Document for International Activities*: 2003

Where are we now? The data in the table below represent the funding garnered by UofS faculty in direct support of international research and development, and provide some indication of our progress [note: these data include the funding of only those grants which clearly indicate they were in support of international research and development; inevitably there will be some grants used for this purpose but which are not officially recorded as such and therefore not included in these data]. The data in the first three columns were presented in *Globalism and the University of Saskatchewan*, while the data in the last 3 columns were compiled by the International Research Office specifically for this report. The 2006-08 average of \$3,256,585 is 2.83 times larger than the 1998-2000 average of \$1,148,133, thus exceeding the goal (to double such activity) identified in our International Foundational Document but NOT meeting the goal (to increase fivefold the original activity) specified in the First Integrated Plan.

Year	1998	1999	2000	2006	2007	2008
Revenue	\$1,220,510	\$1,155,350	\$1,068,540	\$2,665,342	\$2,984,290	\$4,120,125

In part, the failure to achieve the higher goal can be attributed to the provisional nature of the provided funding, the inability to staff the office at its full-targeted complement at the outset, and to the exceedingly high turnover of staff within the International Research Office. The office lacked a Manager for a full 2006-07 academic year and sporadically employed three different administrative assistants over the same period. The office is now at its full complement which, in addition to the Manager, consists of an International Research Facilitator and one administrative support position—new personnel were recruited into all 3 positions in 2008.

In the absence of a comprehensive database of international researchers and developers, the projects on which they are working, or the support available to them, it is difficult to set specific objectives. In a sense, “goal-setting” is a work in progress that must await the collection of additional data (see Recommendation 9). However, the Manager has set specific goals for the next four years to double the number of researchers engaged in international research and development activities, and to double 2008 levels of international research/development funding. Overhead accruing to the Colleges and the International Research Office is also projected to increase significantly but, as numerous funders currently disallow overhead and since the trend among non-traditional funders is the same, it is difficult to estimate overhead revenues with a high degree of accuracy.

The Task Force strongly supports the projected level of activity in the First Integrated Plan of a fivefold increase of external funding (presumably in contrast to the 1998-2000 average), to \$5,740,665, and believes that this goal could be reached by the end of the second planning cycle with no further investment (but providing stability for the office through base-budget funding—see Recommendation 12). However, given the ambitions stated in our second foundational document, the Task Force also strongly suggests that some additional investment (see Recommendation 13) be made in order that, over the current planning cycle there can be increases in the numbers of faculty, staff and students engaged in international research and development, and of the number of projects funded externally in comparison to the 2006-2008 record.

## Key Initiatives and Activities

Following the advice of the participants in the workshop, the Task Force strongly urges a

strategic and integrated approach to supporting internationalization on our campus. For too many years there has been no overall ‘plan’ with the result that, as noted in ***Toward an Engaged University: Second Integrated Plan (2008-2012)*** and elsewhere, despite many successes we are not having the kind of impact expected of an institution of our size and scope. At the same time, there is a need to recognize, and be respectful, of the widely differing histories, philosophies, and approaches of our colleges and faculties regarding internationalization.

The Task Force suggests that there are five fundamental initiatives that could take the UofS to a higher level with respect to international research and development while, at the same time, supporting internationalization in general. We believe the Vice President Research should be assigned the responsibility for ensuring the success of these initiatives.

## **A. Creating and Fostering a Culture of International Research & Development**

There was a sentiment among many participants at the March 21<sup>st</sup> workshop that international research and development for many years had been tolerated but, except in some quarters of the campus, not especially or routinely encouraged or fostered. While acknowledging recent documents like the Foundational Document on internationalization and the two University Plans that speak to the importance of internationalization, participants spoke of a lack of leadership and paucity of financial support, and of policies and practices that tended to discourage involvement. Suggestions to foster this area included formal changes to appointment letters and standards documents (see next section), but also the need to have our senior administrators including Deans, the authority figures in the colleges, “regularly signal their support for internationalization through public statements, [and to provide] moral and financial support for initiatives/activities”. There was general agreement (as indicated by the statements in the reports of each of the discussion groups) for a ‘champion’ for internationalization and, in this regard, the Task Force appreciates and supports the very first recommendation in the Implementation Plan for the Foundational Document to “**Create an Associate Vice President International (AVPI) position reporting to the Provost**”.

### **RECOMMENDATION:**

- 2. In the annual performance review of each Dean the Provost should seek an update from the Dean about College international activities and programs, including a summary of the Dean’s leadership in this area of responsibility. That part of the update summarizing the Dean’s leadership on international research, scholarly and artistic work should be shared with the Vice-President Research.**

**Responsibility: Provost**

**Target Date: December 30, 2010**

- 3. The International Research Office should establish working groups based on geographical regions/countries and/or themes, organizing biannual meetings to provide information on funding opportunities and potential international partners, facilitate discussion among participants of collaborative projects and the mentoring of junior colleagues.**

**Responsibility: Manager, IRO**

**Target Date: June 30, 2010**

4. **Research Communications should work with the IRO to prominently display and advertise UofS involvements in international research and development.**

**Responsibility: Research Communications**

**Target Date: December 30, 2009**

## **B. Recognition for International Research & Development**

It would seem readily apparent that international research and development work requires additional effort, time and resources than research activities carried out locally. Building necessary networks and developing good working relationships with individuals overseas, especially if there are language and cultural barriers, impose heavy burdens. These burdens create great risks to the productivity of faculty, junior faculty in particular. The Task Force members as well as participants in The Future of International Research and Development workshop identified these burdens as barriers to becoming/remaining involved in international projects and suggested a number of ways to overcome these barriers.

The Task Force appreciates Recommendation 13 in the Implementation Plan for *Globalism and the University of Saskatchewan: The Foundational Document for International Activities*:

**Those with administrative responsibilities in Search and Appointment processes in the hiring of new faculty should ensure that an appropriate discussion occurs prior to the authorization to fill a position about the wisdom/necessity of recruiting and hiring someone with international experience or background.**

However, we suggest that where international activity is important enough to recruit someone with international experience or background, the letter of appointment should reflect that importance by including the explicit expectation among the list of duties and responsibilities which will then be taken into account in future decisions.

### **RECOMMENDATION:**

5. **Where appropriate the letter of appointment of new faculty should include a clear statement of responsibility for international activity. This should then be factored into workload assignments.**

**Responsibility: Associate Provost & Deans**

**Target Date: July 1, 2010**

6. **University and College standards documents should be modified where necessary to require the consideration of barriers and risks of international research/development involvement in decisions of tenure, promotion, and special salary increases.**

**Responsibility: Associate Provost & Deans**

**Target Date: July 1, 2011**

7. **College Review Committees and the University Review Committee should consider the issue of forms of knowledge translation alternative to traditional peer-reviewed journal articles, particularly as they relate to international development work, and appropriately and as necessary modify official documents concerning decisions in matters of tenure, promotion, and special salary increases.**

**Responsibility: College Review Committees, University Review Committee**

**Target Date: July 1, 2011**

- 8. The Vice President Research should work with the International Activities Committee and the Research, Artistic and Scholarly Work Committee to create an International Researcher Award that, like other major university awards, is presented at Convocation.**

**Responsibility: Vice President Research**

**Target Date: July 1, 2012**

### **C. Tracking/Reporting Our Activities and Bench Marks Measuring Success**

The workshop on the Future of International Research and Development at the UofS made it abundantly clear that we lack basic information about the extent and reach of our international research and development work. Faculty are unaware of the involvements of others, and even those who work on international matters on a daily basis, including members of the International Research Office, have incomplete knowledge of the size and scope of our international community and interests. The RSA Foundational Document pointed out that

International research and related activities are notoriously hard to measure with precision. The data sources on research activities seldom specify projects that are international. Project titles sometimes show that particular projects are international, but the majority of international research is not identifiable by title alone. Many projects, especially in the sciences, involve collaborative studies in which participants come from two or more countries.

Clearly, we need to establish a database of international research and development which must be regularly updated. This exercise will have many benefits including the ability to compare our future performance against a benchmark and to determine whether the programs we implement are successful or need modification. The database will be useful to faculty and students who wish to know our global involvements and it can also be used as a source of information for advertisement and recruitment purposes.

Appendix 3 of *Globalism and the University of Saskatchewan* suggested these data be collected through annual surveys conducted at the college level. A comprehensive research inventory should include:

- (a) Data on various types of international research including:
  - community-based research conducted in other countries
  - scientific field work, including field trials
  - archival and library-based research conducted abroad
  - projects involving collaboration with scientists from other countries
  - scholarly activities and artistic performance with an international dimension
  - other research on international subjects conducted in Canada
- (b) Research/Development funding by source including:
  - Tri-Council grants for international research projects
  - CIDA and other Canadian government funding
  - other Canadian funding, e.g., from private foundations and NGOs
  - international organization sources, e.g., UN agencies, World Bank
  - other international funding
- (c) International communication of research results, including:

- publication in international scholarly journals
  - participation in international scholarly symposia, workshops and conferences
  - communication of research results in languages other than English
- (d) Training of graduate students and post-doctoral fellows:
- number of international graduate students and post-doctoral fellows supervised
  - graduate students and post-doctoral fellows (Canadian and international) working on projects with international research dimensions.

**RECOMMENDATION:**

- 9. Consulting with the Research, Scholarly and Artistic Work Committee, and with the Associate Deans Research, the International Research Office should create a database on international research and development activities involving members of the UofS. At a minimum the database would identify:**
- the titles and funding amounts/sources for each project;
  - the UofS and partner faculty, staff, students and PDFs involved in each project;
  - peer-reviewed publications and other knowledge-translation outcomes.
- These measures would become the benchmarks against which future performance could be assessed. International Research Office staff should work with Associate Deans Research in the Colleges to collect the data and to update the database annually.**

**Responsibility: International Research Office Manager**  
**Target Date: December 30, 2011**

Once the database has been assembled, the data for a particular period will serve as the standard or 'benchmark' against which subsequent activities can be compared.

It would then be advisable to set specific targets for change and improvement and to develop initiatives and programs to trigger and support actions that will allow us to reach the new targets.

**RECOMMENDATION:**

- 10. The Research, Scholarly and Artistic Work Committee and the International Activities Committee should work together to agree on the benchmarks for international research and development activities. Working closely with the Vice-President Research who will be able to provide information on resource availability, these Committees will also identify the specific future targets to be achieved.**

**Responsibility: Chairs of the Research, Scholarly and Artistic Work Committee and International Activities Committee**  
**Target Date: June 30, 2012**

**RECOMMENDATION:**

- 11. Commencing in 2012, the Research, Scholarly and Artistic Work Committee should annually report progress towards achieving the agreed targets to University Council.**

**Responsibility: Chair of the Research, Scholarly and Artistic Work Committee**

**Target Date: June 30, 2012 and annually thereafter**

#### **D. Provide Base-Budget Support for the International Research Office**

The International Research Office was created in 2004 under the purview of the OVPR-Research Services and one-time funding in the amount of \$550,000 was allocated from the Academic Priorities Fund. A second period of one-time bridge funding (2008/09 and 2009/10 in the amount of \$200,000 per year) was made to allow the International Research Office to maintain its [then] current level of activity and momentum until the Special Advisor on International Initiatives had submitted an implementation plan for ***Globalism and the University of Saskatchewan*** (including the Report of the Task Force on International Research & Development). The decision to create and fund this office was made with the explicit understanding that the International Research Office would eventually become self-funding through revenues generated through overhead on grants and contracts.

The International Research Office undertakes and supports activities that lead to the enhanced internationalization of the University of Saskatchewan by facilitating the expansion, development, and collaboration of international research and development across colleges, centers and schools. Members of the Office have a primary duty of informing the community about grant opportunities and deadlines, identifying and encouraging applications from potential applicants, and facilitating grant applications to the Tri-Council Agencies, the Canadian federal government (e.g. CIDA, IDRC, and DFAIT), and to other granting bodies such as the World Bank and regional development banks, private foundations, and industry. Responsibility for the coordination, promotion, and implementation of international contract research activities, with a view to encouraging a dramatic expansion in our success in this area is also located in the International Research Office. The Office also spearheads the coordination, facilitation and implementation of policies, programs, and partnerships in support of an expanding research and training portfolio. Finally, the International Research Office provides support to researchers at critical points in the project implementation and management cycle to support the effective management of International projects.

The activities of the International Research Office are of critical importance if we hope to achieve our international research and development goals. Without an effective administrative capacity to support applications for international grants and contracts and assistance to faculty in the administration of successful applications, the UofS could expect to be only marginally involved in International Research and Development. Base-budget funding is required not only to deliver new and expanding services to match the increasing capacity and demands of our researchers, but is also necessary to secure and retain qualified staff.

Currently the International Research Office shares fluctuating overhead revenues equally with colleges. Although an increase in research funding is positively correlated to an increase in overhead revenue, it is not possible to predict actual incomes. At this time it appears unlikely that the unit will achieve full financial self-sufficiency based on overhead revenue; the Task Force recommends base-budget funding for this unit with recovery by the University of overhead revenue up to the level of base-budget funding.

Overhead revenue exceeding the level of base-budget funding should be retained by the unit and rolled into a Seed Fund for Early Project Development for U of S researchers. This program will provide financial and administrative support to researchers in the early

stages of project development and will assist in our goals to have more researchers involved in international projects and to attract more external funding for these projects. A great deal of effort is required on the part of the individual researcher to further international networks and partnerships required to generate a viable project concept with a high probability of receiving funding for implementation. In addition, specific costs such as those associated with travel, workshops and the translation of documentation must be incurred at this stage to move the process forward. The establishment of seed funding that has the potential to be leveraged through external funding programs is an essential resource. As an example, the IRO currently manages the Global Partners II program, leveraging \$75,000 with over \$250,000 from IDRC. Global Partners II will support over 21 researchers and graduate students (over three years) to pursue international research collaborations.

The Task Force therefore concurs with Recommendation 30 in the *Implementation Plan for Globalism and the University of Saskatchewan* but includes its own recommendation (Recommendation 13) to strongly urge the provision of enhanced base-budget funding for the International Research Office.

**RECOMMENDATION:**

**12. Establish base-budget funding for the International Research Office.**

**Responsibility: PCIP**

**Target Date: May 1, 2010**

The International Research Office currently consists of a Manager, a Research Facilitator and one support person. This is a very lean operation which should be augmented by an additional Research Facilitator and a Project Manager if the UofS expects to significantly improve its performance in International R&D.

An additional Research Facilitator is critical given that international research tends to be more complex than research carried out domestically due to linguistic and cultural differences and difficulties, the frequent requirement of development-granting agencies and NGOs to identify and calculate the value of in-kind contributions, the need to enter into collaborative agreements or contracts with organizations in other jurisdictions, and the difficulties in understanding organizational and regulatory requirements in the partner's country, to name a few. Increased capacity in the office is also required to meet the objectives of Recommendation 9.

The provision of project management assistance at strategic points in the project cycle, particularly addressing challenging requirements around financial accounting, has been identified as a need by a number of University of Saskatchewan researchers managing international projects. Significant competition for project funding places the onus on the applicant to thoroughly understand the application procedure, as well as the underlying and often understated criteria for assessing proposals and awarding contracts. In addition, funders continue to become more risk adverse and as a result have increased their project reporting and financial and accounting requirements with subsequent changes to their programming and procedures from year to year. An International Project Officer is fundamental to expanding the role of the International Research Office to offer project management support services. The establishment of a dedicated International Projects Officer will be critical for increasing the number of applications funded, the number of successfully managed projects, and the enhancement of the reputation of the University of Saskatchewan in the areas of international research and development. The Task Force members were heartened to learn that the

International Research Office and Financial Services have already begun to work collaboratively by involving FS staff early on and continuously in the project cycle of major international grants. The Task Force urges the inclusion of a senior member of Financial Services in the search, appointment and training of the Project Officer, and that the Project Officer would be informally affiliated with Financial Services.

Task Force members, several of whom have extensive experience conducting research or development work abroad, are well aware of differing international business and accounting practices that are sometimes difficult to reconcile with Canadian standards. We therefore suggest that at least one member of FS be assigned to deal with international grants of moderate size in order to build up the necessary experience that will permit timely service.

**RECOMMENDATION:**

**13. Augment the International Research Office staff by funding an additional Research Facilitator and an International Project Officer.**

**Responsibility: PCIP**

**Target Date: May 1, 2011**

**E: Identifying and Supporting our International Research and Development Partnerships**

Partnering with an international university or organization provides benefits to the partner and to the UofS. Benefits to international partners, as identified by the Association of Universities and Colleges of Canada<sup>32</sup>, include the provision of 'knowledge' and expertise to students through the delivery of courses and programs, training and upgrading of skills to faculty and staff, and opportunities to engage in research. Benefits to any Canadian university involved in an international partnership include an enhanced reputation, increased opportunity for student recruitment, international experiences for faculty, staff and students (i.e., recognition that our international partners contribute to personal and professional growth of our students, staff and faculty; the learning and development activities inherent in international partnerships are bi-directional), and prospects for research/development projects. In short, international partnerships, if structured and supported appropriately, are an important way to further all internationalization goals at the UofS.

We have a significant number of signed agreements with international institutions but, it is fair to say, many have been the outcome of the interests and enthusiasms of a single individual; when that interest/enthusiasm wanes or when the individual retires and leaves the university, the agreement fades away. Further, and even despite long-sustained interest, some partnerships have failed because there have been no or few resources to support them. Finally, international partnerships are unevenly distributed across the UofS with some colleges extensively involved and others without much activity. It is time to consider a planned approach to international partnerships that will focus our research and development efforts and help to draw in a larger number of UofS faculty, staff and students from across the campus. The intent is not to prevent or preclude international agreements outside the collection of 'premier' partners, but to encourage widened and deeper relationships between the UofS and a small group of international partners that will lead to sustained partnerships. While the Task Force focus is on international research and development, the members support an integrated approach involving R&D, curriculum development, and student involvement. We recognize that some existing

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<sup>32</sup> Knowledge exports by Canadian universities, Association of Universities and Colleges of Canada, available at [www.AUCC.ca](http://www.AUCC.ca)

partnership agreements will need to be re-negotiated if they are to be considered for support under this proposal.

The goal of this proposal is to create a mechanism whereby the institutional international goals are encouraged and supported centrally through the Office of the Vice-President Research and the International Research Office, while providing each major academic unit a good deal of flexibility in terms of how it best can help to achieve those goals. The proposal is to create a centralized fund to which our major academic units could apply to support the establishment, development and sustainability of major international partnerships. It is expected that most such partnerships would be with international universities, but other possibilities would be considered. Funding would be provided on a 'matching' basis including in-kind support, and the academic units applying for funding should make every effort to secure external matching funds. Matching funding would normally be provided on a 1:1 basis but exceptions could be considered where, for example, a prestigious international partner has been identified but the local academic unit has insufficient flexibility of its own funding to generate the required amount. Contributions of the international partner in support of the partnership should be clearly identified.

As funding will obviously be limited, the Task Force suggests that each college and school identify a 'major' international partner (larger colleges may need to identify more than one partner while smaller colleges and the Schools may well wish to join forces either with each other in the identification of partners in order to maximize benefits and outcomes). Joining forces with another Canadian university or a network of universities to partner with an international partner or partners should also be considered and even encouraged. In some cases these partners already exist, but prospective partners should certainly be included. Relationships with our major partners should be proudly and prominently displayed on UofS websites and in our publications.

Academic units seeking support would be required to submit a plan detailing the proposed uses of the requested and matching funding and describe how the plan will help the university achieve its internationalization objectives. Thus, a 'plan' would include research and development, post-doctorate, graduate and undergraduate student involvement, and the means/methods to be employed to incorporate the experiences and knowledge gained through the partnership into the college curriculum. Successful plans will respond/relate to one or more of the themes identified in our first and second Integrated Plans and in ***Extending Horizons: The Research Landscape***, will specify the specific goals to be achieved within the timeframe of funding, and will describe the monitoring and record-keeping activities that are or will be in place to assess outcomes.

Strategic international partnership plans will enable faculty, staff and students to engage in activities that will help the UofS achieve its internationalization goals. Participants at the Workshop on the Future of International Research and Development were asked to make suggestions of 'enablers' of international research and development that could be incorporated into these plans. The suggestions generated at the Workshop (augmented by ideas of Task Force members) include (but are certainly not limited to):

- 'seed' funding for research/development projects involving the partner;
- sessional lecturer replacement funds for units where faculty/staff teach courses at the partner during Fall/Winter terms or whose research necessarily requires travel to the partner at that time of the year;
- travel/subsistence grants to UofS students who attend the partner institution and who, upon returning, provide service of some form to the academic unit and the UofS;

- subsistence or other forms of assistance to sabbaticants involved in a research project carried out at the international partner;
- scholarships/stipends targeted to international graduate students from partners;
- stipends for Visiting Scholars from partner institutions who will be engaged in research and/or will be significantly involved in instruction at the UofS;
- financial support for 'needy' international partners which will build the partner's capacity and sustain the relationship;
- travel/subsistence grants to exchange students from partners in disadvantaged countries;
- travel/subsistence support to faculty members who spend all or part of their sabbatical leaves at the partner institution.

## **RECOMMENDATION:**

**14. Establish an International Research Partnership Fund to which Colleges and Schools may apply for support. Funding should be provided on a matching basis for up to five years (renewable) to international partnership plans that include:**

- significant involvement of faculty, staff and students;
- significant cross/interdisciplinary;
- evidence of reciprocity between UofS and partners;
- evidence of external support including, but not limited to, that provided by the partner;
- for development projects, a focus on underserved areas;
- potential for growth and sustainability;

**Responsibility: Vice President Research, PCIP**

**Target Date: July 1, 2011**

**15. The Vice President Research and the International Research Office should establish a review process such that renewal or termination of the grant will be determined on the basis of objective evidence that the goals specified in the original application are being met.**

**Responsibility: Vice President Research**

**Target Date: December 30, 2012**

## **Implementation Plan**

Responsibilities and target dates for implementation of each of the recommendations are provided above; a summary list of all recommendations, responsibilities and target dates is provided in Appendix B. Overall responsibility for implementation of the plan should lay with the Vice-President Research.

## **Conclusion**

In many documents the University has identified internationalization a priority but has not, in the view of the members of the Task Force or in those of the participants of the March 21<sup>st</sup> 2009 workshop, made sufficient resources available to "make it so". The Task Force, through this document and its recommendations, urges a significant increase in the investment in international research and development but in a manner that will boost all aspects of internationalization. The outcomes will benefit ourselves as much as our partners and

significantly boost the reputation of the UofS.

## Appendix 1

### List of Recommendations

Recommendation	Timeline dd/mm/yr	Responsibility	Description
1	30/12/2009	VPR	<p>That International Research and Development be defined as research, scholarly, and artistic work that has one or more of the following characteristics:</p> <ul style="list-style-type: none"> <li>• Involves international partners;</li> <li>• Is conducted in whole (or primarily) outside of Canada, while acknowledging local-global connections;</li> <li>• Is mutually beneficial to all collaborating parties;</li> <li>• Often involves an element of faculty/student travel;</li> <li>• Often derives its funding from International sponsors;</li> <li>• Promotes sustainable, long-term partnerships.</li> </ul>
2	30/12/2010	Provost	<p>In the annual performance review of each Dean the Provost should seek an update from the Dean about College international activities and programs, including a summary of the Dean's leadership in this area of responsibility. That part of the update summarizing the Dean's leadership on international research, scholarly and artistic work should be shared with the Vice-President Research.</p>
3	30/06/2010	IRO Manager	<p>The International Research Office should establish working groups based on geographical regions/countries and/or themes, organizing biannual meetings to provide information on funding opportunities and potential international partners, facilitate discussion among participants of collaborative projects and the mentoring of junior colleagues.</p>
4.	30/12/2009	Res Comm	<p>Research Communications should work with the IRO to</p>

- |           |                   |                                 |   |
|-----------|-------------------|---------------------------------|---|
|           |                   | <b>Manager</b>                  | <b>prominently display and advertise UofS involvements in international research and development.</b>   |
| <b>5.</b> | <b>01/07/2011</b> | <b>Vice Provost &amp; Deans</b> | <b>Where appropriate the letter of appointment of new faculty should include a clear statement of responsibility for international activity. This should then be factored into workload assignments in academic units.</b>  |
| <b>6.</b> | <b>01/07/2011</b> | <b>Vice Provost &amp; Deans</b> | <b>University and College standards documents should be modified where necessary to require the consideration of barriers and risks of international research/development involvement in decisions of tenure, promotion, and special salary increases.</b>  |
| <b>7.</b> | <b>01/07/2011</b> | <b>CRCs<br/>URC</b>             | <b>College Review Committees and the University Review Committee should consider the issue of forms of knowledge translation alternative to traditional peer-reviewed journal articles, particularly as they relate to international development work, and appropriately and as necessary modify official documents concerning decisions in matters of tenure, promotion, and special salary increases.</b>   |
| <b>8.</b> | <b>01/07/2012</b> | <b>VPR</b>                      | <b>The Vice President Research should work with the International Activities Committee and the Research, Artistic and Scholarly Work Committee to create an International Researcher Award that, like other major university awards, is presented at Convocation.</b>   |
| <b>9.</b> | <b>30/12/2011</b> | <b>IRO Manager</b>              | <b>Consulting with the Research, Scholarly and Artistic Work Committee, and with the Associate Deans Research, the International Research Office should create a database on international research and development activities involving members of the UofS. At a minimum the database would identify:<br/>-the titles and funding amounts/sources for each project;<br/>-the UofS and partner faculty, staff, students and PDFs involved in each project;</b> |

**-peer-reviewed publications and other knowledge-translation efforts. These measures would become the benchmarks against which future performance could be assessed. International Research Office staff should work with Associate Deans Research in the Colleges to collect the data and to update the database annually.**

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|-----|------------|----------------------|--|
| 10. | 30/06/2012 | Chairs, RSAWC & IACC | The Research, Scholarly and Artistic Work Committee and the International Activities Committee should work together to agree on the benchmarks for international research and development activities. Working closely with the Vice-President Research who will be able to provide information on resource availability, these Committees will also identify the specific future targets to be achieved.   |
| 11. | 30/06/2012 | Chair, RSAC          | Commencing in 2012, the Research, Scholarly and Artistic Work Committee should annually report progress towards achieving the agreed targets to University Council.  |
| 12. | 01/05/2010 | PCIP                 | Establish base-budget funding for the International Research Office.   |
| 13. | 01/05/2011 | PCIP                 | Augment the International Research Office staff by funding an additional Research Facilitator and an International Project Officer.  |
| 14. | 01/07/2011 | VPR, PCIP            | Establish an International Research Partnership Fund to which Colleges and Schools may apply for support. Funding should be provided on a matching basis for up to five years (renewable) to international partnership plans that include:<br><ul style="list-style-type: none"> <li>-significant involvement of faculty, staff and students;</li> <li>-significant cross/interdisciplinary;</li> <li>-evidence of reciprocity between UofS and partners;</li> <li>-evidence of external support including, but not limited to, that provided by the partner;</li> </ul> |

**-for development projects, a focus on underserved areas;  
-potential for growth and sustainability.**

**15. 30/12/2012 VPR, IRO**

**The Vice President Research and the International Research Office should establish a review process such that renewal or termination of the grant will be determined on the basis of objective evidence that the goals specified in the original application are, or are not, being met.**

## Appendix 2

# The Future of International Research & Development at the University of Saskatchewan

## Summary of the Workshop

Approximately 80 people from across the campus attended a workshop held on Saturday, March 21<sup>st</sup>, 2009 at the invitation of the Task Force on International Research & Development. In his summary remarks at the end of the workshop the Chair of the Task Force commented on the evident enthusiasm and commitment of those attending the workshop and thanked them for their willingness to come out on a Saturday morning to share their knowledge and thoughts. Dr. Wishart promised that a summary of the outcomes would be developed and widely distributed as quickly as possible. The summaries of individual group discussions as prepared by group recorders are presented as an appendix. The overall summary presented in this document was created by a subgroup of the Task Force.

During the first part of the workshop, attendees were organized into prearranged, small, diverse groups to consider **whether the UofS should focus its efforts**. Several possibilities for focusing were provided: for example, we could focus our research and development efforts on a small number of countries such as the 3-country (CHINA, INDIA, BRAZIL) policy of the federal government, on developing and maintaining a limited number of partnerships with 'sister' institutions abroad, or on a small number of 'themes' where we have significant expertise and a critical mass of faculty.

In the second part of the workshop each group was asked to **identify 'barriers' to international research and development and 'enablers' (activities or programs) needed to support the 'focus' they had identified to increase our international research and development activities**.

Finally, all workshop members came together for the final hour to hear the summaries of the discussions of the individual groups and to then ask questions or make comments about the issues. In his closing remarks Dr. Wishart referred to the remarkable convergence, almost consensus, of the individual groups on a number of topics and this view was confirmed by other members in their comments.

## OUTCOMES

### General Observations

A number of comments made in the group conversation and again in the summing-up session concerned the 'commitment' of senior university administrators. One member pointed out that a similar meeting had been held about 8 years ago but that little progress had been made since then, with the implication that the lack of progress reflected disinterest or lack of commitment by those in charge. This situation is disheartening and discouraging. There was reference to the understanding that internationalization is a responsibility of all but, since there are no explicit commitments/expectations of anyone, there is a need for a 'champion' for international matters including, but not limited to, international research and development.

Comments were made suggesting the need for an improved organizational structure, which

would provide increased coordination of efforts. The structure should include a centralized office, serving the entire university, to which anyone, inside or outside the university community, could direct queries and comments and approach for advice and assistance.

Some members wondered about the goals/objectives of the UofS with respect to international research and development which should provide guidance (if not answers) to the kinds of questions being asked today. Perhaps such goals/objectives have been created but they are not broadly known or advertised. Once the goals and objectives have been identified, we can proceed to develop clear measures of success, regularly review supported international projects with a view to our need to be accountable to funding organizations, agencies, partners, and the general public.

Several comments were made suggesting that we must be more integrative in our international efforts. For example, in establishing a new research program/initiative, proponents should consider how to involve undergraduate and graduate students and postdoctoral fellows. Should our international institutional research partnerships be major student-exchange partners also? Our research programs should inform our teaching programs and vice-versa. Our international research and development efforts should inform and be informed by our local research and (especially) community-based research/development projects.

The UofS needs to consider how best to involve more junior faculty in international research and development projects **AND**, at the same time, how to sustain important research/development partnerships through periods, like the present, when large numbers of senior faculty (who have been instrumental in developing relationships with external partners) retire. Part of the 'solution' will be a change in the culture of research at the UofS wherein there is recognition that the efforts/energy needed to develop and sustain international research and development is more often than not greater than that required for on-campus research, and that the outcomes of such research/development will frequently not be in the form of traditional, peer-reviewed journal articles.

## **Focusing Our Efforts?**

There was general agreement that our international research and development efforts should be focused. However, the tension between identifying and investing in specific, officially-approved foci, and the desire to encourage and support new and emerging international research and development projects must be recognized. Thus the UofS must be flexible enough to respect and support the right of individual university members to initiate or become involved in projects that are not part of any identified focus. In time, new initiatives and projects may become new foci while others are abandoned.

There was widespread agreement that the University must, in identifying any focus, build on its strengths. However, it was a common occurrence during the workshop for members to comment on their lack of awareness of the international efforts and activities of others. Every discussion group identified the absence of an inventory of our international research and development efforts as a major short-coming, leading to a suggestion that the development of such an inventory be a first priority.

There was unanimous **rejection of the small number of countries-based focus**, particularly if that focus is determined by an external source. Of course, we should not, nor can we afford to, simply ignore the priorities of those, like the federal government, who fund international

research and development, but we must not make the mistake of equating the priorities of any external agency with those of the UofS. It was pointed out that the federal government priorities change from time-to-time and this is problematic for sustaining the long-term relationships that support and sustain international research and development. Another issue is that an external body like the federal government may wish to invest in a particular country with which the UofS has but a few, or only weak, connections. Moreover, identifying a small number of countries to focus on may well marginalize the work our colleagues do in non-priority countries.

A **theme-based approach to focusing was generally supported**, but some members cautioned that these can be too broad and unhelpful. There was recognition that the UofS, in several documents, has already identified several themes. The UofS **First Integrated Plan** identified a set of priorities, and **Extending Horizons**, the Research Landscape document, organized ongoing UofS research into several themes, some of which clearly overlap with those in the First Integrated Plan. It would certainly be possible to extend these themes to the international research and development spheres.

Several groups suggested that we need to develop criteria by which the UofS could identify themes that would receive official support. Suggestions included:

- A minimum (unspecified) number of people involved
- Long-established partnerships with significant, sustained activity
- Evidence of reciprocity between UofS and a foreign partner or partners
- Potential for future growth or sustained relationship/involvement
- Involvement of students and faculty and staff
- Significant cross/interdisciplinarity
- For development projects, a focus on underserved areas
- Existence of external support (government, NGOs).

One group suggested that, based on the inventory discussed above, existing areas of priorities might be identified through creation of a matrix that would include:

- Countries in which there are already projects (including individual faculty research projects)
- International institutions with which the UofS is partnered
- Themes (as identified, for example, in Extending Horizons)

## Barriers and Enablers

The table below identifies barriers and enablers that were compiled from the summaries of the Discussion Groups which were prepared by the group facilitators.

<b>Barriers</b>	<b>Enablers</b>
<p><b>Culture of Internationalization</b></p> <ul style="list-style-type: none"> <li>• Junior faculty dissuaded from Int'l research &amp; development</li> </ul>	<p><b>Culture of Internationalization</b></p> <ul style="list-style-type: none"> <li>• Include int'l involvement in letter of appointment; develop an orientation program; develop a mentorship program; appropriate changes to Standards documents and, if</li> </ul>

<ul style="list-style-type: none"> <li>• Low appreciation of effort/time to develop int'l networks/relationships</li> <li>• Sustainability of Projects/Programs</li> </ul>	<p>necessary to Collective Agreements</p> <ul style="list-style-type: none"> <li>• Include int'l efforts in Standards for tenure, promotion &amp; merit; recognize non-traditional methods of publication and especially knowledge translation efforts as equally worthy of merit as peer-reviewed articles; Int'l Researcher Award; Int'l Research Day</li> <li>• Establish working groups based on geographical regions/countries and/or themes; organize &amp; support regular meetings; backfill for UofS personnel away doing international work</li> </ul>
<p><b>Senior Administrators Commitment to Int'l Activities</b></p>	<p><b>Senior Administrators Commitment to Int'l Activities</b></p> <ul style="list-style-type: none"> <li>• Senior administrators including Deans need to regularly signal their support for internationalization through public statements, moral and financial support for initiatives/activities;</li> <li>• Need a 'champion' to represent international at senior admin level.</li> </ul>
<p><b>Lack of Knowledge of Contributors to Int'l Research &amp; Development</b></p>	<p><b>Lack of Knowledge of Contributors to Int'l Research &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Develop inventory of involvements</li> <li>• Int'l Communications</li> <li>• Establish working groups based on geographical regions/countries and/or themes; organize &amp; support regular meetings.</li> <li>• More workshops in this area</li> </ul>
<p><b>Lack of Time</b></p>	<p><b>Lack of Time</b></p> <ul style="list-style-type: none"> <li>• Time release with appropriate replacements; flexible schedules</li> <li>•</li> </ul>
<p><b>Administrative 'Roadblocks'</b></p>	<p><b>Administrative 'Roadblocks'</b></p>

<ul style="list-style-type: none"> <li>• Lack of knowledge of UofS int'l structure</li> <li>• Laborious/time-consuming process to hire people, may involve extra costs</li> </ul>	<ul style="list-style-type: none"> <li>• Centralize branches dealing with int'l issues</li> </ul>
<p><b>Insufficient Admin Assistance</b></p> <ul style="list-style-type: none"> <li>• Need effective grant/contract app support, identify collaborators</li> <li>• Assistance with bringing foreign students/visitors to Canada (Visas)</li> </ul>	<p><b>Administrative 'Roadblocks'</b></p> <ul style="list-style-type: none"> <li>• IRO support</li> </ul>
<p><b>Resource Shortages</b></p> <ul style="list-style-type: none"> <li>• Funding to replace teaching</li> <li>• Funding to initiate projects</li> <li>• Funding to support grad/undergrad student travel</li> <li>• Personnel support for int'l projects</li> </ul>	<p><b>Resource Shortages</b></p> <ul style="list-style-type: none"> <li>• Seed funding</li> </ul>
<p><b>Housing Issues</b></p> <ul style="list-style-type: none"> <li>• Need reasonable short-term housing for visiting scholars</li> </ul>	<p><b>Housing Issues</b></p>
<p><b>University 'Reputation'</b></p>	<p><b>University 'Reputation'</b></p> <ul style="list-style-type: none"> <li>• Institutional 'commitment' and involvement</li> <li>• Better communications, International Website update; UofS 'branding', regular items in On Campus; Internat'l R&amp;D newsletter</li> </ul>

## APPENDIX H

### List of Acronyms

APC	Academic Programs Committee
ASPA	Administrative and Supervisory Personnel Association
AVP	Associate Vice President
AVPI	Associate Vice President International
BoG	Board of Governors
CCDE	Centre for Continuing and Distance Education
CGSR	College of Graduate Studies and Research
CIDA	Canadian International Development Agency
CLS	Canadian Light Source, Synchrotron
DFAIT	Department of Foreign and International Trade (Canada)
ESAO	Exchange and Study-Aboard Office
ESL	English as a Second Language
FMD	Facilities Management Division
GMCTE	Gwenna Moss Centre for Teaching Effectiveness
IACC	International Advisory Committee of Council
ICC	International Coordinating Committee
IDRC	International Development Research Centre (Canada)
IRO	International Research Office
ISO	International Student Office
ISTP	International Science and Technology Partnerships (Canada)
IT	Information Technology
LOI	Letter of Intent
MOU	Memorandum of Understanding
PAC	Physical Activity Complex
PCIP	Provost's Committee on Integrated Planning
SESD	Student Enrolment and Services Division
TOEFL	Test of English as a Foreign Language
ULC	University Learning Centre
UofS	University of Saskatchewan
UNESCO	United Nations Educational, Social and Cultural Organization
USI	University of Saskatchewan International
USLC	University of Saskatchewan Language Centre
USSU	University of Saskatchewan Student Union
VIDO	Vaccine and Infectious Disease Organization