Funding international learning experiences for students at the University of Saskatchewan: A research project for the International Activities Committee of Council

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Introduction

Last year, the IACC indicated that funding for international learning opportunities was a top priority for addressing several key goals articulated in University’s Third Integrated Plan, in the Foundational Document for International Activities, and its Implementation Plan (2003, 2009): experiential learning, internationalization of the learning environment, fostering international research and enhancing international academic mobility. Findings from the Arts & Science Study Abroad Assessment revealed that cost combined with lack of funding was one of the greatest barriers to student participation in international learning opportunities. This is a finding that has been made in other studies, including Canadian national surveys (Bond, 2010). In light of these findings and identified University priorities, the IACC, in partnership with SESD and ISSAC, conducted a research project in the winter/spring of 2013 to explore the issue of increasing funding for international learning experiences for students.

For the purposes of this project, an international learning experience encompasses any learning activity in which an undergraduate or graduate student travels to another country (including the US), and includes, for example study abroad courses taught or coordinated by faculty, international exchange programs, student practica or research conducted in international locations, international service learning, student participation in international conferences.

Research Question and Outcome

In the current fiscal climate increasing funding for international learning opportunities requires intentional strategies. Funding should be allocated equitably and in line with the University’s priorities. Student learning outcomes need to be well articulated and tracked to ascertain success. Therefore the issue of increasing funding for international learning experiences for students was explored critically with the principle research question being:

*How can we strategically align access and allocation of funding in order to increase student participation in and learning from international learning experiences?*

The outcome from investigating this research question will be a set of recommendations for a strategic approach to increased funding allocation for student participation in international learning experiences.
Research methods

To explore this question, the following research methods were implemented:

A. A comprehensive inventory of international learning funding available for students;
B. A faculty survey on international learning experiences for students; and
C. Benchmarking with peer institutions.

A. Funding Inventory

ISSAC conducted an inventory of all internal funding available for international learning experiences for students at the University of Saskatchewan—both funds administered centrally and funds administered across the institution (by Colleges, schools, and departments)—as well as external funding for study abroad and international research, including country-specific funding in areas tied to the U of S. The goal of the inventory was to understand the current reality of funding available for international learning experiences for U of S students, and to identify gaps that might be filled with more strategic allocation of funding.

B. Faculty Survey

The pursuit of a cohesive institutional strategy for funding international learning experiences for students requires engagement of faculty from all disciplines. Thus, a central part of the research involved a survey of U of S faculty on international learning experiences for students. The faculty survey had three goals:

1. To assess faculty participation and interest in international learning experiences for students;
2. To assess faculty perceptions of the value of international learning for students; and
3. To gather faculty views regarding criteria for allocation of funding to support students’ participation in international learning experiences.

As a follow-up to the survey a faculty focus group will be held in the fall of 2013 to delve deeper into issues that emerged from the survey, inventory, and benchmarking.

C. Peer Benchmarking

In 2011 some benchmarking research on international learning funding was undertaken as part of the Arts & Science Study Abroad Assessment. Recently, ISSAC delved further into this area of environmental scanning to consolidate and rationalise the distribution of student travel funding that it administers. The current IACC research project extends this benchmarking exercise with a peer institution survey facilitated by the Canadian Bureau for International Education (CBIE) to better understand how funding for international learning experiences for students is accessed and allocated at institutions across Canada. The peer institution survey had three goals:

1. To measure the amount of funding allocated for international learning experiences at peer institutions;
2. To identify the sources of funding for international learning experiences at peer institutions; and
3. To assess the strategy and process for allocating international learning funding at peer institutions.

The questions for both the faculty and peer institution surveys were developed with support from ISSAC and the Associate Director, Strategic and Operational Services (SESD).
Research Results

A. Funding Inventory

This section summarizes the results of the funding inventory. Information was gathered from University of Saskatchewan websites and from University administrators in the various units. Information on specific international learning funds identified in this inventory is available on the ISSAC Funding your Study Abroad webpage (http://students.usask.ca/goabroad/planning/funding.php). The website includes information and links to internal University of Saskatchewan funding (including College-specific funding) and also to external funding such as Government of Canada, non-government external, and country specific funding.

1. Value

The inventory identified 26 different internal funding programs and at least 314 individual awards available per year across the institution. The number and value of many of the awards fluctuates from year to year. At a maximum $321,750 in internally administered funding may be available for international learning experiences for undergraduate and graduate students across the institution. It should be noted, however, that a large portion of this funding ($110,000 in ISSAC’s Conference, and Non-Academic Experiential Learning Funds does not discriminate between funding national and international travel (See table on following page). This means that the real dollar amount of funding for international learning activities is substantially lower than $321,750, and may be closer to $220,000-$250,000. Due to the non-differentiation between national and international awards, it is also difficult to calculate accurately average values for international learning awards. Historical information on the number of applicants per year and the ratios of applicants to winners per year is also not available for many awards (including a number of new travel award programs administered out of ISSAC). Of those awards that did record historical information, the average ratio of applicants to winners was approximately 3:2.

2. Administering Unit

Since April 2013 ISSAC has been administering the largest amount of internal funding for international learning experiences, and the only funding programs available to all students. Of the funds administered by ISSAC for student travel, $66,000 is specifically earmarked for international travel. There are 20 other international learning awards administered through Colleges, schools, and departments for their own students. The College of Arts and Science and units within it have the greatest number of international learning awards for their students, with many awards tied to specific majors or programs. The College of Medicine also has international learning awards targeted towards different groups (undergraduate students, graduate students, residents, and researchers) through the Global Health program.

3. Sources of funding

The awards centrally administered by ISSAC are funded by the President’s Office, the CGSR, the GSA and the USSU. The majority of College/school/ department-specific awards are funded by private donors.

4. Eligibility

There are an equal number of internally administered international learning awards available to undergraduate and graduate students. However, in dollar amounts graduate students have access to and historically receive more funding for international learning experiences than undergraduates. The majority of internal awards available to undergraduate students are administered either by ISSAC or the College of Arts and Science. But historical figures regarding uptake suggest that the majority of ISSAC’s funds are used by graduate students as the table below shows.
### U of S Centralized Funding – Student Academic and Extra-Curricular Travel Fund ($176,000/year)

<table>
<thead>
<tr>
<th><strong>Conferences and Workshops</strong> (ex. conferences and workshops)</th>
<th><strong>Independent Study Abroad</strong> (ex. exchange, term abroad)</th>
<th><strong>Group Study Abroad</strong> (ex. Taught Abroad)</th>
<th><strong>Non-Academic Experiential</strong> (ex. Greystone Singers, Formula, Vets Without Borders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100,000</td>
<td>$66,000</td>
<td>$10,000</td>
<td>U of S students and groups taking part in extra-curricular activities in Canada and abroad</td>
</tr>
<tr>
<td>Graduate students, 88% or $88,000</td>
<td>Includes all undergraduate and graduate students taking part in academic activities abroad (including Taught Abroad, Term Abroad, Student Exchange, Internships, Study Tours, Fieldwork, Practicum etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate students: 12% or $12,000</td>
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</tbody>
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**Preferences**
- Those presenting
- Undergraduate students in non-professional programs
- Incorporating language study
- Programs longer than one term/semester
- Participants and programs that explore indigenous topics or activities or engage aboriginal students

**Preferences**
- Those not receiving other funding
- Undergraduate and non-professional programs
- Programs that can demonstrate college support
- Programs that explore indigenous topics or activities or engage aboriginal students

**Preferences**
- U of S affiliation
- Must provide evidence of travel/participation
- may be used for international travel

In addition, the vast majority of externally administered international learning awards and research grants are only available to graduate students.

### 5. Award Specifications and Criteria

Most international learning awards fund specifically defined activities abroad. There are almost equal numbers of internally administered awards given for participating in exchange/study abroad programs or course as there for attending academic conferences and other scientific meetings, both national and international. A minority of internally administered awards are for international research; however, there are many externally administered international research awards and grants. Some internal awards also specify place and length of time abroad. The vast majority of College, school, and department-specific awards are tied to specific majors or programs. External awards are also usually place specific (especially the government funded awards), and only fund research projects that correspond with the priorities of funding agencies.
About one third of the internally administered international learning awards have academic stipulations (i.e. the student needs to be in good standing, needs to have completed a certain number of credit units, needs to be a full time student, etc. in order to apply, and their selection is based at least partially on academic achievement). Very few internal (only 5 of 26) or external awards give priority to students with financial need.

6. Application Deadlines

Award deadlines are dissimilar, even within the same College or administering unit. However, many international learning awards have rolling or multiple deadlines a year, which increases access for students. Few awards are given retroactively.

7. Recipient Requirements

Over half of the internally administered international learning awards require recipients to report on their experience and demonstrate how the funding they received enhanced their experience.
B. Faculty Survey

This section summarizes the results of the faculty survey, which are based on the responses of 193 out of approximately 1134¹ or 17% of all University of Saskatchewan faculty.²

1. Faculty participation and interest in international learning experiences for students

More than half of respondents had taught, led, coordinated, or supported an international learning experience for students in the past two years. Almost three quarters of respondents that had not taught, led, coordinated, or supported an international learning experience for students were interested in doing so in the future. One faculty commented that “I consider taking students to Africa for one-month externships the most important thing I did in my career of 45 years,” and many other faculty encouraged the U of S to facilitate additional international education experiences for students.

The three most common types of international learning experiences for students that faculty taught, led, coordinated or supported (or were interested in teaching, leading, coordinating or supporting) were (in descending order): international research, U of S courses taught abroad, and international conferences (see Fig.1). These activities coincided with the most common durations for international learning experiences for students, which were (in descending order): 2 weeks-1 month, 1-3 months, and less than 2 weeks.

![Figure 1: Graph of types of student international learning experiences faculty have taught, lead, coordinated, or supported](image)

The most common location of international learning experiences for students was Europe, followed by North America and Africa respectively. The vast majority of trips in North America and Europe were less than one month long (coinciding with the most frequent incidences of international conferences), while the duration and activity type of trips varied in other locations. Some faculty also pointed out that national learning experience placements for students can be equally as challenging to coordinate and fund as international placements, stating that “national placements also need to be considered as important and thought of in terms of requiring funding”.

² The primary colleges, schools and/or disciplines that respondents came from were (in descending order): the College of Arts and Science humanities and fine arts disciplines, the College of Arts and Science natural science disciplines, the College of Agriculture and Bio resources, the College of Nursing, the College of Medicine, the College of Education, Edwards School of Business, the College of Arts and Science social science disciplines, The College of Engineering, and the College of Veterinary Medicine. A small number of respondents also came from: the College of Law, the College of Kinesiology, the College of Dentistry, the College of Pharmacy and Nutrition, STM College, the School of Environment and Sustainability, School of Physical Therapy, the School of Public Health, and the Johnson-Shoyama Graduate School of Public Policy.
In general, most of respondents estimated the approximate cost per student of the international learning experience which they taught, led, coordinated, or supported to be $2000-$6000 (see Fig. 2). Trips with a duration of less than 2 weeks were most often estimated to be less than $4000 per student; trips with a duration of 2 weeks - 1 month as well as those between 1-3 months were most often estimated to be between $2000-$6000 per student; and trips with a duration of 3-6 months month were most often estimated to be between $6000-$8000 per student.

The top two types of funding that faculty accessed to support students in the international learning experience which they taught, led, coordinated or supported were: University-wide awards (with the Global Partners Program, President’s Fund, and ISSAC travel awards being the most frequently cited); and external funding (with IDRC, CIDA, AUCC, CIHR, NSERC, SSHRC, and funding from host institution/country cited as examples) (see Fig. 3). Respondents also cited a number of department and college-specific funds and awards that they accessed, including: department and Deans’ office budgets, the STM Engaged Learning Fund, College funds such as Arts & Science ICCC funds and Arts and Science Student Travel Bursary, the Hanlon Centre sponsorship, Making the Links funds, and WCVM. Other sources of funding to support international learning experiences for students were faculties’ own research grants, student fundraising, and student self-support.
2. Faculty perceptions of the value of international learning for University of Saskatchewan students

The vast majority (81%) of respondents either agreed or strongly agreed with the statement that “international learning experiences have the potential to increase or reinforce students' knowledge of their discipline or subject area,” adding that “the difference international experiences make in [students’] understanding and in their confidence are invaluable” to their university education.

The discipline based skills that respondents most strongly agreed international learning experiences have the potential to provide students with the opportunity to acquire and practice were (in descending order): communication skills (92%), co-operation skills (91%), problem solving skills (87%), leadership skills (87%), and critical analysis skills (87%), with foreign language skills, conflict resolution skills, and technical skills following at 77%, 73%, and 67% respectively. One faculty member expanded upon his observations that students learned important problem solving skills during their international learning experience, stating that:

Before going overseas, we identified an agricultural problem in that country and solved that problem from here. We then went to that country and the students quickly realized that their problem solving skills were not applicable in a different context. It is not a right or wrong - it is simply a different context. They had to learn how to problem-solve in a different way. By the time the students returned, they understood the importance of knowing the context of the communities / companies they will be working in / for and that they would have to modify their problem solving skills to suit the context.

The values or attitudes that respondents most strongly agreed international learning experiences have the potential to provide students with the opportunity to acquire were (in descending order): open mindedness (89%), appreciation of diversity (89%) and independence (86%), followed by social responsibility (81%) and ethical accountability (75%). The vast majority (81-91%) of respondents either agreed or strongly agreed that international learning experiences have the potential to provide students with knowledge, skills, values and attitudes that are attractive to future employers; expand students’ career choices; aid students’ achievement of personal, educational, and professional goals; and develop intercultural competence. One faculty observed that “In my experience, participation in our travel study program has been a good indicator of success in graduate school preparation and/or professional development for work in the non/social profit sectors.” However, other faculty were more hesitant, stating that although “international learning experiences have the 'potential' to do all of this, so do all courses at University. Lots of study abroad opportunities do not do so; lots of University courses at U of S do. There is nothing particularly useful about study abroad for the sake of study abroad in my opinion. There is plenty useful about study abroad for specific purposes.” A number of other survey respondents also underlined the importance of international learning experiences at home and not simply abroad. For example, one faculty commented that “international placement is not the only a means to achieve cultural competence for students. Students’ appreciation of diversity should begin at home… students cannot be expected to reflect self-acceptance of others outside Canada if they are unable to demonstrate that with visible minority in Canada within the classroom and beyond”.

Faculty also offered a number of suggestions for improving learning outcomes from international learning experiences for students, including emphasizing the imperative to “take into account the ethical questions of working in other countries….using a social transformation approach to international experiences, [and] working to assist countries in partnership”. Another faculty echoed this sentiment, stating that “the philosophy behind those exchanges is key. Are we looking at the benefits received if any by the host countries and institutions? Building equitable relationships and capacity for development are two key aspects” of international learning experiences for students. One faculty described ideal travel study programs as “rigorous academic experiences in which students acquire a wide range of methodological

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3 Percentages indicate numbers of respondents who either agreed or strongly agreed that international learning experiences have the potential to provide students with the opportunity to acquire and practice that specific discipline based skill, value or attitude.
research and presentation skills including keeping a field journal, undertaking ethnographic participant observation tasks, synthesis of field experiences, exposure to ethical evaluation, and presentation of what was learned, whether in class or in a larger colloquium”.

3. Faculty opinions regarding funding students’ participation in international learning experiences

While the vast majority (84%) of respondents either agreed or strongly agreed that funding is important for student participation in international learning experiences, almost half of respondents stated that they either disagreed or strongly disagreed with the statement that “there was sufficient funding available for students to participate in the international learning experience which they taught, led, coordinated or supported”. A number of faculty commented on the need to increase funding for international learning experiences for students, noting that “it is difficult for low income students to participate in international experiences as financial cost is a huge barrier for them. Thus it tends to be students from higher income households who partake in these opportunities”. Other faculty were more critical of increasing funding for international learning experiences for students, asking if travel is really “something for the university to fund or for people to engage in on their own”. One faculty remarked that it was not clear what ‘important’ meant in the context of the survey, and that the “need for funding, importance, etc. are relative to the importance of funding competing priorities”.

The top five criteria that respondents identified as the most important for allocating funding to students wanting to participate in international learning experiences were (in descending order): opportunities for discipline-based knowledge and skills acquisition (74%), financial need (65%), opportunities for critical reflection (including pre- and post-experience reflection opportunities) (64%), graduate level of study (Masters or PhD) (59%), and academic achievement (55%) (see Fig.4). Undergraduate senior level of study (3+ years of study) (48%), opportunities for new cultural immersion (47%), postgraduate level of study (43%), and the duration of the international learning experience (40%) were also identified by almost half of respondents as either very important or absolutely critical, although opinions were mixed, and between 27% and 36% of respondents thought that the four criteria were either only somewhat important or not at all important. There was more disagreement than agreement that equity groups, opportunities for foreign language acquisition, and undergraduate junior level of study (1-2 years of study) were important criteria for allocating funding to students wanting to participate in international learning experiences.

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4 Equity groups include Aboriginal students, women, students with disabilities, visible minorities, etc.
This section summarizes the results of the peer institution survey, which are based on the responses of 13 Canadian higher education institutions. The survey was conducted through Canadian Bureau for International Education list serve and allows institutions who respond to remain anonymous.

1. Total amount of funding administered by peer institutions for international learning experiences (taking into consideration institution size, participation and funding rates, and average value of awards for students on international learning experiences)

Five peer institutions administered less than $250,000 for international learning experiences for students; most of these (4/5) were small institutions of less than 10,000 students (see Fig.5). Not surprisingly, 3 out of the 5 low-fund institutions also had the lowest rates of student participation in international learning experiences (0-5%), as well as the lowest funding rates for students to go on international learning experiences (less than 25%). The value of the international learning awards given to students from these institutions never exceeded $2000. Six survey respondents came from large institutions of over 30,000 students. These had between $250,000 and $750,000 for international learning experiences. The international learning experience participation rates varied at these large institutions between 0% and 15%. The rates of funding for students going abroad ranged from 26% to 75%. There was also variance on the value of the international learning awards given to students; institutions with $251,000-$500,000 mostly gave awards that were under $1000 each, while awards from institutions with annual international learning budgets of $501,000-$750,000 were usually greater than $1000 per award.

The U of S, with approximately $220,000-$250,000 in annual international learning funding, was on the lower end compared to survey respondents in terms of the total amount of funding relative to institution size. However, it compared favorably in terms of average value per international learning award. It was well below average, however, in terms of international learning experience participation rate, with 0-5% participation, comparable to that of institutions

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5 The most recent headcount at the U of S students counted 23,835 students, including undergraduate and graduate studies students, students in non-degree programs, and post graduate clinical students (http://www.usask.ca/isa/statistics/students/headcount-demographics.php).

6 The average value per award calculated in the U of S international learning funding inventory was $1025. The average value of awards at peer institutions was around $1000 as well.
of under 10,000 students. Perhaps due to low participation rates, the U of S was above average in terms of its funding rate of students who did participate in international learning experiences, 60% of applicants receiving awards.

The two institutions that administered more than $750,000 overall for international learning experiences had between 10,000 and 30,000 students, and 6-10% student participation rates in international learning experiences. Perhaps because of high participation rates, they both had relatively low funding rates: less than 25% of students who applied received funding international learning experiences.

Two of the survey respondents noted the need to increase access and allocation of funding for students to participate in international learning experiences. One respondent noted that “funding is the biggest obstacle for sending students abroad and for students to go abroad,” while another respondent tied participation directly to funding by stating that “in order to increase our numbers, we really need to find financial support for our students”.

2. Structure and sources of funding for international learning experiences at peer institutions

At the majority (54%) of institutions, including at the U of S, most funding for international learning experiences is administered centrally, while some funding is administered by Colleges, Faculties, Schools and Departments (see Fig.6). The majority (85%) of institutional respondents also were of the opinion that central administration funding was the most critically important source of funding for international learning experiences. This is also true for the U of S, since more than half of international learning funding comes from central administration.

Only 15% of respondents stated that international learning funding is administered equally by the central administration and Colleges/Faculties/Schools/Departments, and none stated that Colleges/Faculties/Schools/Departments administered more funding than central administration. However, 54% of institutions in the survey, as well as the U of S, still think of College/Faculty/ School/Department funding as either ‘very important’ or ‘absolutely critical’ for students’ international learning experiences. Some specific institutional units that administer funding for international learning experiences were also identified by survey respondents, including International Departments, Residence (on campus housing) and international field trip committees, although it was not clear if these units were part of the central administration of the institutions or not.

External sources of funding for international learning experiences for students (including funding from private donors, and Canadian and foreign governments) were seen as less important than internal funding, with most respondents (as

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7 Percentages reported from Likert scale questions are the percent responses of the top 2 categories of the Likert scale (‘very important’ and ‘absolutely critical’).
many as 77%) stating that these funding sources were either ‘not at all important’ or only ‘somewhat important’. On the other hand, provincial government grants and DFAIT funds were identified as important external funding sources for international learning experiences by two institutions. The University of Saskatchewan stands out as one of the sole institutions where private donors, who fund nearly all of the College, School and Department awards, continue to be an important source of funding for international learning experiences for students. At least one institution had no funding available whatsoever for international learning experiences for students, stating that “whatever funding is raised is done by the students.”

3. Strategy and process for allocating international learning funding at peer institutions

The top criteria that respondents identified as the most important for allocating funding to students wanting to participate in international learning experiences were (in descending order): financial need (70%) and opportunities for discipline-based knowledge and skills acquisition (50%). Opinions were split on the importance of academic achievement to funding allocation, with equal numbers (40%) of respondents identifying this criterion as either ‘very important’ or ‘absolutely critical’, as well as 40% identifying academic achievement as either ‘not at all important’ or only ‘somewhat important’. These three top criteria were the same in the faculty survey, but in somewhat different order (see Fig.4). Notably, the peer institution survey respondents did not identify ‘opportunities for critical reflection’ or ‘graduate level of study’ as important criteria, while the faculty survey respondents did.

There was more disagreement than agreement in the peer institution survey that equity group identification⁶, opportunities for foreign language acquisition, opportunities for new cultural immersion, opportunities for critical reflection (including pre- and post-experience reflection opportunities), duration of international learning experience, and level of study (categorized into undergraduate junior [1-2 years of study], undergraduate senior [3+ years of study], graduate [Masters or PhD], postgraduate levels) were important criteria for allocating funding to students wanting to participate in international learning experiences, with the majority of respondents (between 60% and 80%) stating that these criteria were either ‘not at all important’ or only ‘somewhat important’. One respondent noted that undergraduate students are considered for international learning experience funding before graduate students, and that postgraduates are not eligible for the same international learning experience grants as undergraduates and graduates.

Overall, there was less agreement in the peer institution survey than in the faculty survey that many of the criteria were important to the allocation of international learning funding than in the faculty survey. One reason for the difference in opinion between the two surveys is the different roles of personnel who responded to the surveys. All of the respondents in the faculty survey were faculty members, however the majority of the respondents to the peer institution survey were administrators.

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**Some Preliminary Recommendations**

Fostering students’ International learning experiences supports several intersecting goals and aims of the University of Saskatchewan: enhancing experiential learning opportunities; internationalising the learning environment; strengthening international research and enhancing international academic mobility. This section provides very preliminary recommendations to internal administrators regarding funding of students’ International learning experiences. They include:

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⁶ Equity groups include Aboriginal students, women, students with disabilities, visible minorities, etc.
1. Increasing Funding, Aligning Funding

- that funding for international learning experiences for all students, but especially undergraduate students, be increased. In dollar figures and including internal and external funding undergraduate students have access less funding than graduate students. The results of the peer institution survey indicate that lack of funding is a barrier to student participation in International learning experiences. The level of student participation is clearly aligned with availability of funding.

- that the University allocate funding from the provincial Innovation and Opportunities Grant to fund international learning experiences for University of Saskatchewan students at the undergraduate and graduate levels

- that the University also seek, in partnership with University Advancement targeted funding from private donors to fund international learning experiences for U of S students

- that financial need become a more important criterion in assigning funding for international learning experiences and for student mobility in general. This was clear in both the U of S faculty survey and especially in the peer institution survey.

- that well-articulated learning outcomes become standard in applications for funding international learning experiences. A majority of respondents in the faculty survey viewed international learning experiences for students as having the potential to enhance students’ knowledge of discipline and also enhance students’ open-mindedness and appreciation of diversity. Awareness and articulation of learning outcomes adds critical reflection to all learning experiences from their inception.

2. Tracking Funding, Tracking participation in International Activities

- that the centrally administered funds for student mobility be tracked to accurately determine: the real annual dollar figures disbursed for international learning experiences; the amount disbursed to graduate and undergraduate students; the average amount of award, etc. Accurate figures will allow funds to be aligned equitably and in line with University’s goals

- that Colleges, Schools and Departments be encouraged to track disbursement of funds for international learning experiences

- that the University track U of S faculty’s work in facilitating students’ international learning experience through a self-reporting mechanism. That 17% of the U of S faculty responded to a survey in mid-summer and that the majority of these had already taught or coordinated an international learning experience or were interested in doing so in the future demonstrates that international activities are an important part of teaching and research at U of S. Reporting and tracking of international activities may increase U of S ratings in University rankings.

References (selected)


