

Internationalization Action Plan

**Prepared by the
International Operations Group**

May 2017



Background to the Plan

Internationalization has been identified by Mount Royal University's Board of Governors and Executive as one of five critical priorities in the near term. In Fall 2016, President Docherty tasked the International Operations Group (IOG)¹ with developing an alignment/action plan aimed at helping the university to achieve the goals for Internationalization expressed in the University Strategic Plan. The IOG's work on the plan began in earnest in December 2016 following the annual Canadian Bureau of International Education (CBIE) conference in November which was attended by a subset of IOG members and the President himself. The conference proved to be a valuable "jumping-off" point for beginning the planning process as it enabled a cross-section of the IOG to return to campus with a collective sense of the "state of play" of International Education in Canada, awareness of promising practices in use elsewhere, and the establishment or renewal of important national and international contacts.

Defining "Internationalization"

Dewit and Hunter (2015) define Internationalization as follows:

"Internationalization is the process of intentionally integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education in order to enhance the quality of education and research for all students and faculty and to make a meaningful contribution to society."

While other definitions of Internationalization can be found in the literature (Knight, 2003) the IOG appreciates the intentionality implied in the above definition; its link to educational and research quality; and its reference to "all students", not just those engaging in international mobility experiences.

Rationale for Internationalization at Mount Royal University

Consistent with the rationale for Internationalization at most Canadian universities, the IOG notes the following as key drivers for Internationalization at MRU:

- to foster development of intercultural/international/global knowledge and competency among students and faculty
- to encourage students to construct knowledge considering diverse International/cultural/global perspectives
- to enrich/strengthen undergraduate curricula and create high impact learning opportunities for all students
- to pursue International partnerships that create new opportunities for academic programming, teaching, learning, research and service

¹ The International Operations Group (IOG) was established in fall 2016 to coordinate MRU's Internationalization efforts. It is comprised of areas most directly involved with the day-to-day work of Internationalization, namely the International Education office, Enrolment Services, Continuing Education and Extension, Research Services and University Advancement. IOG is chaired by the Vice-Provost and AVP, Teaching and Learning, and meets monthly to share information, plan and coordinate efforts, and explore opportunities for collaboration.

- to encourage research that is internationally, interculturally or globally-inflected
- to generate additional sources of income for the institution, some portion of which can be directed to supporting capacity-building for aspects of the Internationalization plan

Principles Governing Internationalization in Higher Education

The IOG believes that MRU's Internationalization efforts ought to be guided by overarching principles that speak to matters such as reciprocity, intercultural awareness, ethical engagement, equity, and social justice. In 2014, the International Leaders Network of CBIE developed a Statement of Principles for Canadian educational institutions which the IOG has reviewed and believes will serve MRU well. This Statement of Principles is included as Appendix A.

Internationalization and the University Strategic Plan

Internationalization is addressed in section 9.5 of the University Strategic Plan which references the following as strategic directions:

- increasing the number of International students at MRU to 5% of credit FLE
- establishing new International partnerships, and renewing existing partnerships, to provide MRU students with additional opportunities for study abroad
- enhancing supports provided to International students at MRU
- expanding International field school opportunities
- increasing participation in both inbound and outbound study abroad/student exchanges

Process for Developing the Plan

Key steps in development of the draft Internationalization Alignment Plan were as follows:

- November - annual CBIE conference attended by IOG members and President Docherty
- December – Google drive site assembled with key reference documents for IOG members
- January – IOG retreat to identify pillars of the Internationalization action plan
- January through April – sub-group work to develop detailed plans for each pillar
- March – consultation with Deans and Chairs on draft pillars and preliminary plans
- May – discussion of draft plan at IOG

Pillars of the Plan

At a January retreat of IOG members, the pillars which constitute the framework for the plan were identified based on knowledge of the university strategic plan, an environmental scan, and the collective experience of IOG members. The pillars emerging from the retreat were as follows:

- International Partnerships
- International Student Recruitment and Admission
- International Student Experience and Support
- Student Mobility Experiences
 - Inbound and outbound student exchange (study abroad)
 - International field schools
- Internationalization at Home
- Research
- Revenue-generating initiatives (over and above recruitment of International credit students)

Four of the pillars noted above – partnerships, recruitment, student experience and mobility – align directly with International goals expressed in the University Strategic Plan. The remaining pillars – I@Home, research, and revenue generation – were viewed by IOG members as important inclusions in the Mount Royal context going forward.

Members of IOG were assigned one or more pillars based on their areas of expertise, and were tasked with articulating goals, activities and timelines specific to that pillar in consultation with relevant stakeholders.

The Plan by Pillar

Table 1 presents a high-level summary of goals, strategies and measures of success for each of the above-noted pillars. A more-detailed discussion of each pillar can be found in the Appendices.

Table 1: Summary of Internationalization Goals, Strategies and Measures of Success By Pillar

Pillar	Goals	Key Strategies	Sample Measures of Success
Partnerships (see Appx B for details)	Increase the diversity, quantity and quality of International partnerships to enhance teaching, learning, research, service and revenue-generation opportunities for MRU.	<p>Develop criteria to guide partnership formation.</p> <p>Develop strategies for specified regions of institutional focus including those identified by the Governments of Alberta and Canada.</p> <p>Consult academic programs as to their needs and interests, leverage existing faculty contacts/collaborations and engage faculty in partnership cultivation.</p> <p>Create pathways for international students through partnerships with language schools, high schools post-secondaries in strategic regions.</p> <p>Evaluate existing partnerships to determine viability, ongoing relevance and opportunities for deepened relationships.</p> <p>Build capacity in IE for partnership formation and stewardship.</p>	<p>Increase partnerships number by 50% through 2025.</p> <p>Increased geographic and organizational diversity of partnerships.</p>
Student Recruitment (see Appx C for details)	Increase International student enrolment to 5% of credit FLE by 2025.	<p><i>Recruitment</i></p> <p>Establish priority countries for International recruitment.</p> <p>Focus recruitment primarily on direct from high school market.</p> <p>Develop guidelines/screening procedures for agents.</p> <p>Develop marketing plan and enhance virtual presence.</p> <p>Develop scholarships and bursaries for International students.</p> <p><i>Admissions</i></p> <p>Undertake review of international admission policy and procedures.</p> <p>Enhance communication and service to International prospects.</p> <p>Determine the most effective model immigration advising.</p>	Increase International credit enrolment by 0.3% to 0.4% annually to target of 5.0% of credit FLE by 2025.

Pillar	Goals	Key Strategies	Sample Measures of Success
Student Experience and Support (see Appx D for details)	Develop an International Student Centre dedicated to the improvement of the international undergraduate student experience.	Develop and implement peer-based services. Implement general training and awareness programs focused on transitional support. Engage in Authorized Immigration Training certification. Collaborate with academic support and student services to deliver customized programming to International students. Meet and exceed the compliance requirements mandated by the pan-Canadian and Albertan Designated Learning Agreements.	Retention, persistence and time to completion rates equal or greater to the general student population. Increased rates of student satisfaction (NSSE, CUSC, etc.)
Student Mobility – Study Abroad Exchanges and International Field Schools (see Appx E for details)	Increase the number of inbound and outbound exchanges to 500 each per year by 2025. Increase the number and disciplinary/geographic diversity of International field schools at MRU. Increase the percentage of MRU students engaging in International field schools before graduation.	Address key barriers to student engagement in International exchange: financial; credit transfer; program disruption. Reallocate portion of International tuition to guarantee subsidized participation of domestic students in International experiences. Leverage organizational partnerships to develop new exchange and field school opportunities. Develop new models of mobility such as dual degrees and twinning. Strengthen marketing and communication initiatives to encourage student engagement in International exchange and field school. Engage MRU staff and faculty promoting International mobility to students. Develop assessment strategies demonstrating impact of international mobility. Provide academic areas with seed funding and curriculum design support for the development of new field schools. Publish rolling 3-year calendar of upcoming International field schools. Encourage research on the impacts/outcomes for of International field schools and study abroad experiences.	Incremental growth through 2025 to target of 500 inbound and outbound exchanges/yr At least 5 per cent of MRU students participate in international field schools by graduation. Four dual degrees (one per Faculty) by 2025. High satisfaction rates of students with all aspects of their inbound, outbound or field school experience.

Pillar	Goals	Key Strategies	Sample Measures of Success
Revenue Generating Initiatives (see Appx F for details)	<p>To provide customized programming for international learners</p> <p>To generate revenue for Mount Royal University</p> <p>To develop sustainable partnerships with donor organizations and individuals</p>	<p>Respond expeditiously to RFPs.</p> <p>Expand language supports for international learners.</p> <p>Develop pathways into both credit-free and credit programs.</p> <p>Develop distance and on-site delivery options.</p> <p>Seek customized corporate training opportunities.</p> <p>Develop programs based on international student trends and needs data (collaboration between FoCEE and other Faculties).</p> <p>Provide effective marketing support.</p> <p>Develop partnerships with student recruitment agencies.</p> <p>Develop donor opportunities with public and private entities based on partnership activities.</p> <p>Develop and sustain relationships with international alumni.</p>	<p>Increase in specialized and customized programming</p> <p>Increase in number of pathway programs</p> <p>High levels of student satisfaction</p> <p>Increase registrations in these programs</p> <p>Increased international revenue generation</p>
International Home (see Appx G for details)		Consult with university community (Fall 2017) to identify goals, strategic actions and measures of success.	
International Research (see Appx G for details)		Consult with university community (Fall 2017) to identify goals, strategic actions and measures of success.	

Next Steps

The IOG commits to continuing the development and refinement of this plan in fall 2017 through:

- Identification of immediate priorities for 2017-18
- Consultation with the university community on goals and strategies pertaining to the “Internationalization at Home” and Research pillars
- Further development of timelines, measures of success and metrics related to strategies noted in this plan
- Study of the resource requirements necessary to fully action this plan through 2025

The IOG will aim to report back to PEC with results of the above by December 2017.

References

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Knight, J. (2003). Updated definition of Internationalization. *International Higher Education*, Number 33, Fall. Available online at: https://www.bc.edu/content/dam/files/research_sites/cihe/pdf/IHEpdfs/ihe33.pdf. April 30, 2017.

This report reflects the contributions of the individuals below, all of whom are members of the International Operations Group:

Michele Braun, Director, Centre for Extension Credit

Marlena Cross, Senior Strategist, Marketing and Communications

Karen Dodge, Manager, Languages Institute

Dianne MacDonald, Director, International Education

Alice MacKichan, Director, Admissions and Recruitment

Michael Quinn, Associate Vice-President, Research, Scholarship and Community Engagement

Phil Warsaba, Associate Vice-President, Enrolment Management and Registrar

Charlie Webber, Dean, Faculty of Continuing Education and Extension

Jim Zimmer, Vice-Provost and Associate Vice-President, Teaching and Learning (Chair)

Appendix A

Canadian Bureau of International Education Statement of Principles

Internationalization Statement of Principles for Canadian Educational Institutions

Preamble

The Internationalization Leaders Network (ILN), organized by the Canadian Bureau for International Education (CBIE), has reviewed several documents pertaining to ethical principles and practice in the field of international education, including CBIE's *Code of Ethical Practice* (2013).

While these documents are useful, the senior academic leaders who have participated in the ILN believe that Canada's educational institutions require their own succinct statement of principles to serve as a guidepost in their demanding, fast-paced and complex work. These principles, while universal in nature and application, are rooted in Canada's national experience, including but not limited to: a stable, democratic, federal system of government; and a multicultural and intercultural society reflecting a diverse population of Aboriginal, French, English and international heritage.

The internationalization of education can be defined as the process of integrating international, intercultural, and global dimensions and perspectives into the purpose, functions and delivery of education. It shapes institutional values, influences external relations and partnerships, and impacts upon the entire educational enterprise (see CBIE's website for further details on internationalization definitions: <http://www.cbie.ca/about-ie/>).

Additionally, internationalization aims to educate students as global citizens, including attributes of openness to and understanding of other worldviews, empathy for people with different backgrounds and experience to oneself, the capacity to value diversity, and respect for indigenous peoples and knowledge.

Given the imperative of international education in the twenty-first century, the ILN believes that this statement of principles is necessary during a time of unprecedented globalization and international mobility, where the growth of international education is being driven by a mixture of cultural, educational, economic and philanthropic factors.

The ILN further believes that this statement of principles will be supportive of excellence in the policy and practice of internationalization at Canadian institutions. While these principles are applicable to all educational establishments, it is recognized that they will apply differently depending upon the academic mission of individual institutions.

The Principles

The Internationalization Leaders Network (ILN) espouses the following principles of internationalization for education and calls upon all educational institutions in Canada to incorporate these principles in their approach to internationalization at their institutions, and for all leaders to aspire towards their effective implementation:

1. Internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good.
2. Given its importance and central role in society, internationalization aims for the highest quality of learning experiences as a core element of education and ideally should be embedded in the mission statement of the institution.
3. International students should be valued and recognized for all of their contributions, including enriching institutional life and the educational experiences of all students; providing direct economic and social benefits to local communities beyond the institution; and creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit.
4. Ideally, internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including: curriculum and program design; teaching and learning development; student, faculty and staff mobility; language education and training; research and innovation; projects and services; community outreach and local economic development.
5. Internationalization is important to the financial sustainability of many institutions and should not be undertaken without adequate allocation of resources; however, the financial imperatives must not dictate the internationalization agenda.
6. Internationalization that comprises capacity building across borders and cultures must benefit all parties involved; institutions should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.
7. Internationalization engages a wide range of community members (including students, faculty and staff) in the design and development of activities, and aims for equitable access to activities. Access need not be exactly the same for all, or to the same extent, but internationalization should engage all members of the education community.

These principles reflect the core values of Quality, Equity, Inclusion and Partnership that have been espoused by CBIE and expressed in its Code of Ethical Practice. This statement provides an overarching expression of a Canadian approach to internationalization which, combined with the Code of Ethical Practice, is designed to help educational institutions engage in expanded internationalization in a manner that is consistent with the highest values of Canadian education.

November 2014

Appendix B – International Partnerships

Strategic partnerships with institutions of higher education and other organizations/businesses in countries around the world build our institutional reputation internationally, and create high impact learning opportunities for Mount Royal University students. International partnerships add value to the undergraduate experience through participation in global mobility programs and field schools, research opportunities, dual degrees, distance learning, graduate school pathways, internships, work terms and volunteer experiences.

International partnerships increase the opportunity for MRU students, faculty and staff to enrich the continuous learning experience through professional development and renewal afforded by participating in exchange placements, borderless learning, collaborative research and teaching activities, quality assurance benchmarking, undergraduate research opportunities, consultancies and project work, customized learning and training, and scholarship.

On a reciprocal basis, MRU benefits from the global perspectives and engagement of students, staff, faculty from partner institutions who take part in similar activities at MRU.

The development of formal partnership agreements with educational institutions and organizations in other countries allows Mount Royal University to negotiate favourable conditions through agreements on tuition waivers and in-kind contributions. This strategy also protects the institution, to the best of its ability, from risk and liability issues.

Mount Royal University currently holds partnerships with approximately 70 post-secondary institutions and organizations worldwide. These partnerships are reviewed on a 3-5 year cycle. Going forward, MRU will sign partnership agreements where it is assessed that there is a fit with the mission, values, programming base and strategic directions of the partner organization and a strong indication that partnership will remain active and sustainable.

Goal

- Increase the quantity and quality of International partnerships (universities, research centres, non-governmental/governmental agencies, business and industry) with a view to enhancing opportunities for academic programming, teaching, learning, research and revenue-generation.

Strategies:

- Develop criteria and classification systems which will guide partnership formation between MRU and International universities and organizations
- Monitor and evaluate existing partnerships to determine viability, collaborative relevance and sustainability.
- Identify opportunities to deepen existing partnerships through consultation with academic faculties and departments.
- Develop strategies for specified regions of institutional focus including those which complement the strategic directions identified by the Governments of Alberta and Canada

- Consult with academic departments as to their needs and interests relative to International partnership formation
- Involve faculty members with direct experience in targeted regions for the development of region or country-specific strategies.
- Leverage international research collaborations as a pathway to partnership
- Leverage international partnerships to support and develop new models of mobility including dual degrees and twinning opportunities.
- Develop and diversify pathways for international students through partnerships with language schools, high schools and institutions of higher education in strategic regions.
- Assess and address resource requirements (personnel; operating budget) in International Education for enhanced partnership formation and stewardship

Measures of Success

- Increased number of partnerships by 50% through 2025 with a focus on quality and fit
- Increased geographic and disciplinary diversity of partnerships

Appendix C – International Student Recruitment and Admission

Currently, 214 International students (140 full-load equivalent students, or FLE) from 52 countries study in undergraduate programs at Mount Royal University, representing 1.7% of institutional credit FLE. Students from China (19%), Nigeria (10%), the USA (7%) and Viet Nam (7%) account for 43% of all International credit students at present. As per the table below, a majority of these students are enrolled in degree-level study.

Distribution of International Students by Program Type		
Program Type	% of All International Students in Credit Programs	% of International Students by Credential Type
Degree	70.5% (151)	1.8%
Diploma	2.8% (6)	1.6%
University Transfer	2.8% (6)	5.7%
Open Studies, UEO, Unclassified	16.4% (35)	1.8%
Applied Degree	0.5% (1)	1.4%
Certificate	7.0% (15)	5.1%

The University Strategic Plan notes that we will grow the proportion of International students in credentialed programs to 5% of credit FLE by 2025. The tables below present incremental growth targets by year for both student FLE and student heads through 2025.

FLE Projections

MRU total FLE*	Credit FLE**	2% 16/17	2.4% 17/18	2.7% 18/19	3% 19/20	3.4% 20/21	3.7% 21/22	4% 22/23	4.4% 23/24	4.7% 24/25	5% 25/26
9,600	8,256	165	198	223	248	281	305	330	363	388	413
11,500	9,890	198	237	267	297	336	366	396	435	465	495
13,000	11,180	224	268	302	335	380	414	447	492	525	559

Head Count Projections

Credit FLE**	Head Count @.8 FLE	2% 16/17	2.4% 17/18	2.7% 18/19	3% 19/20	3.4% 20/21	3.7% 21/22	4% 22/23	4.4% 23/24	4.7% 24/25	5% 25/26
8,256	10,320	206	248	279	310	351	382	413	454	485	516
9,890	12,363	247	297	334	371	420	457	495	544	581	618
11,180	13,975	280	335	377	419	475	517	559	615	657	699

*Total FLE growth as referenced in the Institutional Strategic Plan

**Credit FLE for Degree types, Diploma, Certificate, University Entrance Option and Open Studies (does not include BCN Certificate of Achievement)

Goal

Increase International student enrolment to 5% of credit FLE by 2025.

Strategies: Recruitment

- Establish a list of priority countries, to be regularly reviewed, for undergraduate student recruitment to ensure diversity and sustainability and to mitigate the risk of economic or political factors negatively affecting recruitment activity or success.
 - Consider alignment with Canada's International Education Strategy and the International Education Framework – Alberta Advanced Education related to priority markets.
 - Recommended priority countries: China, India, Vietnam, Indonesia, Philippines (will designate other countries over time, but it is important to maintain a manageable focus)
- Establish student recruitment outreach strategy focused primarily on direct from high school:
 - recruit international students direct from priority countries
 - recruit international students currently studying in Canadian high schools
 - work with academic departments and/or faculties to support targeted recruitment to niche programs
- Work with Marketing and Communications to develop a marketing plan which supports recruitment efforts and enhances the reputation of Mount Royal University in priority countries.
- Develop guidelines/screening procedures for a limited number of high performance agents to become authorized representatives for Mount Royal University including application, contract development and commission structure.
- Partner with the Languages Institute to develop bridging opportunities for prospective students.
- Increase virtual presence to enhance the prospective student experience throughout the application process and transition into first year.
- Encourage development of scholarships and bursaries for incoming international students.
- Monitor international student fee structure to ensure it remains competitive.
- Assess infrastructure and resource allocation necessary for growth in personnel, travel, marketing and publications, agent fees/commission structure, etc. to support International recruitment

Strategies: Admissions

- Complete a comprehensive review of admission policy and procedures to ensure the timelines and processes allow for receipt and evaluation of international applications and documents within the parameters of the Pan Canadian and Alberta designation requirements, competitive environment, ethical practice and immigration policy related to the issuing student visas.
- Enhance communication and service delivery to increase yield from the applicant pool including those who seek out Mount Royal University on their own.
- Determine the most effective way to provide immigration advising to prospective and incoming international students.

Strategies: Other

Determine International recruitment targets, as appropriate, for Campus Alberta Grant programs administered by the Faculty of Continuing Education and Extension, including Learner Funded Designated Programs, Academic Upgrading and English for Academic Purposes.

Appendix D – International Student Experience and Support

Strategically increasing the number of international students on Mount Royal's campus requires the institution to create, deliver and maintain specialized support programs and services to ensure that recruited students are consistently being placed in positions to succeed and flourish. While International students can access a wide variety of support services, Mount Royal does not currently offer dedicated support to address the unique learning and transitional needs of non-Canadian students in credentialed programs.

There are two predominant models in post-secondary that are used to support international students: 1) cross-training of all academic and student support staff to assess and address international student challenges through existing services, and; 2) development of dedicated support centres, staffed by professionals in the international education field, that deliver specialized support programs and that partner with other campus resources to improve the student experience.

Given the stage of Mount Royal's transition to a University and the institutional targets related to student increases, it is recommended that a dedicated support centre be developed for improvement of the international undergraduate student experience, possibly in conjunction with support and services provided for international and domestic exchange agreements.

Dedicated support for international students intersects with multiple goals identified in the Institutional Strategic Plan, including: enhancing students' personalized learning experiences; fostering a sense of belonging; increasing student access; facilitating student success, and; enhancing community outreach.

Goal:

Enhanced provision of services and supports to International students.

Increased sense of community and belonging among International students at MRU.

Strategies:

- Develop an International Student Centre responsible for supporting international students and improving the student experience.
- Create a short-term and medium-term action plan for the delivery of peer-based services.
- Implement general training and awareness programs focused on cultural, transitional and specialized learning needs of international students for broad-based delivery across the University campus.
- Work with the Office of Student Success, International Education, services across Student Affairs and Campus Life, and the Faculty of Continuing Education and Extension to deliver customized support, including English Conversation Circles, Early Warning/Early Alert programming, Airport pickup, financial advice, learning services, career services, health services and residence services.
- Engage in Authorized Immigration Training certification offered through Citizenship and Immigration Canada and implement an institutional strategy to ensure that key positions within the institution are empowered to deliver advice on study permits and work permits as well as the International Student Program in general.

- Collaborate with academic departments and support service units to identify and address academic challenges faced by international students, including familiarizing themselves with North American writing conventions and understanding practicum requirements.
- Ensure alignment with and fulfillment of international support service requirements mandated by the provincial and pan-Canadian Designated Learning Agreements
- Assess and address resource requirements (personnel; operating budget) for establishment of an International Student Centre and associated programming

Appendix E - Student Mobility Experiences

i) International Study Abroad/Student Exchange

Participation in international experiences provides students with the opportunity to expand their personal horizons and develop intercultural awareness and skills. It enhances their educational experience, adds value to their credentials and increases their opportunities for employment in the global economy. The richness of the experience extends well beyond the classroom. Through immersion into a new culture, students develop a more nuanced understanding of the complexities of the world. This transformative experience exposes student to new ideas, develops global mindedness and strengthens international understanding.

International experiences offered by MRU may include, but will not be limited to: semester or year-long exchanges at partner institutions; participation in experiential learning opportunities including internships, practica, work placements and research; languages and learning opportunities; humanitarian, international development and volunteer initiatives.

Goal

Increase the number of inbound and outbound exchanges to 500 per year (each) by 2025.

Strategies

- Increase the number and diversity of Mount Royal's international partnerships to expand opportunities for inbound and outbound exchange.
- Address barriers to student engagement in International exchange:
 - Financial – reallocate a portion of International student tuition to guarantee subsidized participation of domestic students in exchange opportunities
 - Credit transfer – work with academic areas and transfer office to ensure credit transfer prior to exchange
 - Program disruption – work with academic areas and partners to determine least disruptive timing of student exchange, including spring/summer
- Offer options to a wider range of programs of study.
- Leverage international partnerships to support and develop new models of mobility including dual degrees and twinning opportunities.
- Develop marketing and communication initiatives including social media which attest to the value of study abroad/student exchange
- Engage MRU staff and faculty in dialogue which helps to promote the value of international mobility to students.
- Track and report outbound student mobility.
- Develop assessment strategies which demonstrate the value of international mobility.

Measures of Success

- Incremental annual increase in inbound and outbound exchange through 2025 to a target of 500 each per year

ii) Field Schools.

A field school is a program that includes one or more courses that are taught outside the classroom in a location which acts as a “home base” for studies. Field schools combine academics with hands-on experiential learning “in the field”, allowing students to integrate and apply what they are learning in class in an international context. Field schools support the internationalization of MRU through exposure to new ideas and cultures beyond Canadian borders. They enhance the development of enriched intercultural perspectives, sharing of expertise and practices, innovation and international professional development opportunities.

Learning centres around topics which are enhanced by the resources (cultural, environmental or academic) available at or near the field school location (CBIE, 2014). During a field school, students undertake a combination of theoretical and applied learning, research, field work and assignments that integrates learning with location.

Faculty-led field schools vary in length and incorporate many experiential learning forms including community service learning, undergraduate research, clinicals and practica. They align with program-level learning outcomes and substantively contribute to their attainment. Field schools are normally weighted at 3 or 6 credits, depending on duration of the experience and degree of student time and effort in completing course requirements.

Goals:

Increase the number and disciplinary/geographic diversity of International field schools at MRU.

Increase the percentage of MRU students engaging in International field schools before graduation.

Strategies:

- Reallocate a portion of International student tuition to guarantee subsidized participation of domestic students in International field schools.
- Develop an improved funding model for field schools and other international experiential education offerings.
- Leverage international partnerships to develop new field schools.
- Provide academic areas with seed funding and curriculum design support for the development of new field schools.
- Define learning outcomes for international field schools and map linkages to on-campus curricula and program outcomes
- Engage MRU staff and faculty in dialogue which helps to promote the value of international mobility to students.
- Publish a rolling 3-year calendar of upcoming International field schools and promote to students for planning purposes
- Encourage research on the impacts/outcomes for students of International field schools

Measures of Success

- At least 5 per cent of our students’ participate in international field schools by graduation from MRU

Appendix F: Specialized revenue-generating international credit/credit-free learning opportunities

Goal 1: To provide customized programming for international learners.

The Mount Royal University Strategic Plan includes an international focus in support of student mobility and faculty exchanges. Measures of success include “increased representation of international students studying at Mount Royal” and Mount Royal University students “studying abroad for at least one semester.” The Strategic Plan also identifies an intent to provide “specialized student supports dedicated to our international student population” and to “create and expand our diverse and unique programs, which are a defining characteristic for Mount Royal, differentiating us among other post-secondary institutions.” The Faculty of Continuing Education and Extension is well positioned to develop new and unique learning opportunities for international learners and its Strategic Plan specifically features *International Programs* as one of its top priorities.

Strategies:

- Respond expeditiously and successfully to requests for proposals from international organizations for discipline- and industry-specific programming.
- Expand language supports for international learners studying in credit and credit-free programs.
- Develop and market programs that integrate language education with both credit and credit-free courses and credentials.
- Develop specific pathways into both credit-free and credit programs.
- Develop support programs for international students that offer academic preparation and intercultural communication skills; include programming for youth to meet the growing demand from international high schools for university orientation and English plus programs.
- Develop programs for international students that increase opportunities for them to interact with domestic students and the local community.
- Develop distance delivery and on-site options for international students and partners.

Goal 2: To generate revenue for Mount Royal University.

The Mount Royal University Strategic Plan states that “we will secure our economic sustainability by developing ... diversified revenue sources.” Internationalization will provide concurrent opportunities to provide outstanding learning opportunities and to generate revenue for the university.

Strategies:

- Develop a budget template that ensures customized programming planning is financially viable.
- Develop financial processes for online international student fee payment and refund.
- Develop a template to respond to requests for proposals.
- Complete a review of data related to international student trends and needs. Ensure program development aligns with those needs.
- Develop criteria and classification systems for the development of strategic partnerships with international student recruitment agencies which will build internationalization efforts.
- Develop programming and collaborative opportunities between the Faculty of Continuing Education and other Faculties.
- Determine the most effective marketing support to promote specialized international programming.

Goal 3: To develop sustainable partnerships with donor organizations and individuals.

Strategy 8.3 in the Mount Royal University Strategic Plan indicates that we will actively develop “new private-sector relationships to generate additional sources of revenue for current and emerging areas of priority.” Measures of success include increasing the number of scholarships, awards and alumni donors.

Actions:

- Develop partnerships with public and private organizations to enhance the scope of new and existing international program delivery.
- Identify opportunities for sponsors and donors to contribute to specialized programs for international learners.
- Establish endowments in support of scholarships for international and domestic students.
- Seek customized corporate training opportunities nationally and internationally that include participation by Mount Royal University community members.
- Develop and sustain relationships with international alumni.

Appendix G – Internationalization at Home and Research

The IOG believes that the remaining two pillars (Internationalization at Home; Research) would benefit from a more substantive engagement with institutional stakeholders, particularly faculty, Chairs and Deans. Such engagement has been hampered these past several months by the institutional time and attention being given (justifiably) to the academic planning exercise, the strategic research plan and other key initiatives requiring consultation with faculty (e.g. development of a new student evaluation of instruction instrument).

“Internationalization at Home” has been defined by Beelen and Jones (2015) as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments.” The definition stresses intentionality and emphasizes the importance of internationalization for all students. It speaks of domestic learning environments, which may extend beyond the classroom or campus and into the community through engagement with cultural, ethnic or religious groups. Online technologies provide another means of internationalization at home.

Acknowledging that consultation with stakeholders will help to shape the goals and strategies related to I@Home, we anticipate that plans related to this pillar may address:

- Intended learning outcomes associated with I@Home
- Faculty professional development for I@Home
- Curriculum design support for I@Home
- Fostering opportunities for domestic and international students to interact socially and academically.
- Co-curricular opportunities for domestic and international students to establish lifelong professional relationships and networks.
- Measures of intercultural/international/global learning and engagement among our students.
- Campus-based cross-cultural events.
- Showcases of promising practices in I@Home.

With respect to the Research pillar, we will continue to gather information through the consultation process underway for the Strategic Research Plan. This pillar of our plan is expected to include recommendations that address:

- Development of international partnerships for faculty research and review of existing partnerships to enhance opportunities for international research by MRU students and faculty
- Communication and coordination of international research funding opportunities through ORSCE
- Annual data collection and reporting on international research partnerships at MRU
- Expansion of MRU research capacity through international researchers via Visiting Scholar Programs and similar opportunities (e.g., Fulbright Scholarships)
- Leveraging international field school arrangements for research development
- Exploring mechanisms to encourage international research through the establishment of dedicated support funds
- Tracking international co-authorship of peer-reviewed publications that include MRU authors
- Highlighting international research at Research and Scholarship Days

The IOG suggests that consultation on these pillars be undertaken in the fall semester, and that plans connected to these pillars be developed by December 2017.