



## Minutes from U21 Student Mobility AGM

University of Virginia 23 – 24 May 2008

### In attendance:

Hong Kong University ITESM	Katherine Wan Adriana Rojas (on behalf of Ana Esther Gutierrez)	University of Nottingham University of Nottingham University of New South Wales	Gail Armistead Rachel Jessop Pauline Taylor
Korea University	D'Arcy Drachenberg	University of Queensland	Rosalind Boulton
Korea University	Jeff Dong- Hyun Jang	University of Queensland	Narelle Larney
Lund University	Renee Valeri	University of Virginia	Rebecca Brown
McGill University	Kalyna Kruczowyj	University of Virginia	Marina Markot
McGill University	Linda Anderson	University of Virginia	Brooke Yamakoshi
National University of Singapore U21 Student Mobility Network Co-ordinator	Susan Tan  Clare Harper (Chair)	University of Virginia	(Service learning discussion) Megan Raymond
University of British Columbia University of British Columbia	Katherine Beaumont Carol Zachs		(service learning discussion)
University College Dublin	Ruth Redahan	Waseda University	Shiro Takahashi
University College Dublin	Alex Metcalf	Waseda University Waseda University	Mami Kikuchi Chikako Kato
University of Auckland	Chris Berry		
University of Birmingham	Rachel King		
University of Birmingham	Cathy Bonner (Friday only)		
University of Edinburgh	Sandra Morris		
University of Glasgow	Colette McGowan		
University of Melbourne	Nigel Cossar		
University of Melbourne	Susanne Haywood (Friday only)		

## Day 1

### 1. Welcome from the Chair, Clare Harper

### 2. Welcome from Provost

**Professor Tim Garson**, Provost of the University of Virginia officially welcomed the group. Professor Garson highlighted the introduction of UVa's new service learning program as an additional student mobility initiative at the University. He stressed the importance of student mobility as a key feature within the U21 consortium and wished the group a successful meeting.

### 3. Round the table introductions.

### 4. Student Mobility network coordinator's presentation

Clare Harper reported on student mobility performance against Shanghai Declaration objectives and targets and presented the year's participation rates – semester, short term and research student. There was also an update on student mobility activities since May 2007, updates from the recent Managers' and Presidents' AGM at UC Dublin and a summary of priorities for 08/09. (**see appendix I**). Participation rates had increased in line with the Shanghai Declaration, although there was still an issue regarding the inability to track research mobility at many institutions. New activities since last year included the e-health clinical placement in Papua New Guinea and new U21 student mobility webpages.

Following the presentation the group discussed one of the items from the UC Dublin AGM on the topic of membership and seeking an African partner.

From experience of managing African partnerships, there was a concern raised within the group that the issue of scholarships (for outgoing students from the African partner) would become pertinent. Many universities had experienced African partner universities requesting scholarships for their students from the receiving institution.

The group conducted a rough audit of current African partners:

#### **Current links with African institutions (not just for student mobility)**

- UNSW – South Africa, Law exchange with Pretoria University, Rhodes University.
- UVa – University of Venda, South Africa, American University of Cairo, Engineers without Borders, 'SAVANA'
- Birmingham – University of Ghana, University of Kwa-Zulu Natal, University of Mauritius.
- UBC – Cape Town University, Cairo, Makerere University Uganda
- UCD – links in Botswana
- UQ – University of Cape Town
- Waseda – Cape Town, Dar es Salam, Cairo, Makerere University
- Melbourne – Cape Town and links with Botswana
- Korea – Dar es Salaam
- HKU – Stellenbosch summer program, University of Ghana
- McGill – African Studies program and research – mostly in Kenya
- Lund – Stellenbosch, SA
- Edinburgh – MOU with Cape Town, University of Botswana law exchange.
- NUS – Stellenbosch, Pretoria,

- Nottingham – MIU Egypt. Recently surveyed UoN students and there was a lot of interest in South Africa. Considering setting up an exchange.

Concerns re: student mobility: Safety and lack of outgoing students from African universities (unless host university provides scholarship).

Which universities offered an African Studies Program at UG level? UVa, Birmingham, UBC, HKU, McGill. Others had Masters level and research activity.

### **5. Korea University Presentation**

Since Korea University had not attended the Student Mobility AGM for a couple of years it was useful to hear an update on KU's activities from D'Arcy Drachenberg. **(see appendix II)** KU's Summer Program was very popular. Over 2,000 students were enrolled for the 2008 Summer Program. It was a 6 week credit bearing program with 115 courses offered. Students from all U21 universities were welcome.

Lunch was hosted by by Mrs. Charlotte Zeithaml, wife of the Dean of McIntire School of Commerce in their home, one of the original UVa Pavillions.

### **6. Discussion / Break-out session**

The larger group broke into smaller working groups to discuss ideas which had been conceived over the previous 12 months for potential new student mobility projects.

Prior to the break out session there was an introduction to each topic to outline the proposed area of discussion. This included a presentation from Adriana Rojas, ITESM on the Tec's Virtual University. After hearing all four topics, attendees selected which group to join. Each group had 90 minutes discussion time during which to develop a plan, expected outcomes, a timeframe and allocation of duties within the working group.

#### **i. Service Learning – (see Appendix III)**

The working group carried out a mapping exercise of current Service Learning activities within their institutions.

The agreed plan was to

- Build through collaboration on existing projects
- Learn from each other: survey other members
- Consider whether we then go with a U21 "flagship" project that includes staff, faculty and students or continue to simply open existing projects to members

#### **Next steps:**

AGM: Propose development of a U21 online learning community to Virtual Exchange/e-learning group

August 08: Survey Members re: existing activity, identify if Service Learning is open to Student Mobility on partnership listings so students can easily select this option – KB, UBC

Nov 08: Inventory of how institutions assess Service Learning programs– CB, Birmingham

Nov 08: Document employability element of Serve Learning – GA, Nottingham  
Quarterly: Highlight SL activity in U21 Newsletter

## **ii. Outcomes Assessment (See Appendix IV)**

The group reviewed current activity in this area at each university, discussed where the responsibility for this activity lied within an institution, and considered ways in which the U21 Student Mobility Group could develop this activity. The suggestions were to:

- Look at academic program reviews/validation for programs with built-in international component.
- Look at different outcomes:
  - Academic – departments and schools?
  - Personal
  - Degree
  - Cross-cultural
  - Employability/Career development
  - Institutional outcomes
- Alumni offices?
  - Do students with international experiences get more international jobs?
  - Are Study abroad alumni more likely to do research? Depends on where they study? UCD Public Policy research – returning Study Abroad students are interested in doing international research.
  - Do unis track alumni with international experience?
- Virtual Institute for International Education Research? With U21 as a platform.
  - Assessment vs. research into learning outcomes?
    - Research engages faculty
    - U21 Schools of Education are already cooperating
    - Exchange offices can provide a great pool of research data
- Measure progress – meld what is done in the in-coming and out-going offices. E.g. assessment throughout the semester, before they leave, when they return, lager on through the alumni network...

### **The group suggested the following action items:**

- Share survey questionnaires
- Mine deeper – survey all U21 universities, not just the ones in the group.
- Learning outcomes assessment in the universities – which office does it, does the int'l office have an input?
- Connect with U21 Schools of Education / Education Group– who is doing research in International Education, suggest collaboration with Student Mobility Group.
- Share existing resources: Forum, etc.
- Identify the institutions' interest and need for outcomes assessment
- Invest in staffing, resources in IE
- Longitudinal assessment?
- U21 alumni network?
- Do they go to graduate schools abroad?

### **iii. Virtual Mobility – (see Appendix V)**

The group heard about the Tec's Virtual University and then discussed how to progress the project at a U21 level. The group agreed the next steps should be to:

- Ascertain the degree of interest among the universities.
- Create a team to lead the initiative.
- Document the virtual experiences amongst the partner institutions.
- ITESM will create a document with its present virtual activities as an example.
- Explore the feasibility of an international conference on U21 Virtual Mobility (to be held at ITESM)

### **iv. U21 Competition and securing external sponsorship (See Appendix VI)**

The group discussed ideas for a competition theme, prizes and potential sponsors. The group considered the best method to approach sponsors, the development of a sponsorship package highlighting benefits of sponsorship, the contents of the pack, and who / how to target. The group then allocated responsibilities within the group for taking the initiative forward.

#### **Action Plan**

- Map existing sponsorships / donations, companies linked with our universities
- Work with Alumni Offices
- Draft sponsorship letter from Presidents / Chair of U21
- Identify the companies who want access to our student cohort
- Look at NAFSA advertisers
  
- At NAFSA: Identify potential sponsors from NAFSA advertisers, travel magazines
- At each of our universities – talk to our alumni / development offices to identify current sponsors and potential donors – forward information to Clare.
- Write sponsorship package proposal – D. Drachenberg and R. Boulton
- Flesh out competition structure – themes, media etc.. R. King and C. Berry
- J.Jang – identify 10 possible sponsors in Korea
- S. Takahashi – identify 10 possible sponsors in Japan

#### **Timeline**

- Finalise competition details – End of June
- Identify potential sponsors – End of July
- Draw up sponsorship package and prepare pack – Content – End of August

### **End of Day 1**

After the meeting the group was given a guided tour of the Rotunda at the University of Virginia followed by a drinks reception and dinner hosted by the University of Virginia in the Mural Room of Clark Hall.

## DAY 2

### The second day of meetings reconvened at 9am Saturday 24<sup>th</sup> May

#### 1. Updates from member institutions – 'U21 Show and Tell'

**Hong Kong University:** Moving to 4 year UG curriculum model which will allow more students to participate in outgoing mobility programs.

**Korea University:** New President in February and VP International Affairs. New Director International. New international dorm being built. Korea U planning to open a campus in LA.

Korea U offers scholarships to incoming U21 exchange students. Open to offering tailored short term programs for U21 partners.

**Lund University:** New administration at senior level. Internationalisation and U21 are both priorities.

**NUS:** Change of president. New VP for University Global Relations. New International Office Director Anne Pakir. International Office moving to a new building in August.

**Tec de Monterrey (ITESM):** Ana Gutierrez will soon have the Tec exchange numbers to be able to provide them for the record.

Would like more Tec students involved in similar programs to the Architecture students who went to China via UVA's program.

Encouraging more possibilities and ideas of mobility in addition to regular exchange.

Tec has Social Responsibility Learning Community Centres.

**University of Auckland** – Focus has been on developing U21 agreements with short term arrangements. E.g. summer places with Korea. NUS summer schools, internships. Some tri-lateral arrangements.

NZ govt produced a report on mobility in NZ. Is available from NZ Ministry of Education website

<http://www.educationcounts.govt.nz/publications/international/19688>.

New International Office Director David Baker coming from Durham.

New nursing agreement with UVA – Auckland looking for more nursing links.

**University of Birmingham:** Increase of U21 mobility numbers and demand for places particularly at those universities which teach in English.

Looking to increase numbers with U21 partners and to sending outgoing Bhm students for 1 semester only.

New handbook produced for outgoing students.

Looking at improving the services and systems for incoming students. Running student focus groups and surveys of partners.

Will introduce more cultural competency workshops for orientation and re-entry work.

**UBC:** New staff positions being created in the Go Global Office – Service Learning Manager and Risk Advisor. Focus on embedding service learning in the curriculum and global citizen course. Working with the TEC on their Service Learning Program. \$600,000 new scholarships for outgoing student mobility.

**UCD:** Signed new agreements with many U21 partners over last year. UQ, UVa, Fudan, Auckland, NUS, Nottingham and KHU. Very pleased with these new agreements. Working currently on new agreements with other U21 partners.

**University of Edinburgh:** Offering a range of themed programs e.g. religion, Scottish studies, open to U21 exchange students.

**University of Glasgow** – moving to a semester system. New staff – exchange / SA marketing officer responsible for promoting greater outbound mobility. New internationalisation manager – U21 is key activity. Two courses being opened in Veterinary / Medicine area which may be of interest to U21 students in pre-med and pre-vet areas. Considering developing their own Summer School. International Office moving to a Student Services building in Dec – joining registry, recruitment, careers.

**University of Melbourne:** Introduction of Melbourne Model from March 08. Creation of Melbourne Global Mobility office – bringing together in and out mobility study abroad and exchange. New website. Ran the first Melbourne Global Mobility week this year. Included targeted U21 sessions and GIP sessions. Partners attended the fair. 2,000 students visited the fair. \$2 million allocated for outgoing student mobility scholarships. Kwong Lee Dow Young Scholars Program – all KLD students guaranteed \$2000 outbound scholarship.

**UNSW:** Many changes at senior level of University management and administration.

**University of Nottingham:** Change of VC in August. New targets for outgoing mobility: 25% of UG students with an international experience. Interested in developing a variety of mobility options with U21 partners including short term programs. New International House being built on Jubilee Campus – International Office moving there in Sept.

**UQ:** new staff member in International Office. Offer a U21 specific info session for outgoing students. New VC – target of 25% of UG students having some international learning experience.

**University of Virginia:** New 'public track' being developed by UVa. Large endowment to the University to open a Public Policy and Leadership School. New U21 scholarships for outgoing UVa students have been established. UVa School of Nursing and Midwifery is becoming more interested and active in outgoing student mobility activity. UVa and Tec linked to send Tec students to China on UVa's Architecture program.

**Waseda University:** New agreements recently signed with Melbourne, NUS, UVa.

## **2. U21 Undergraduate Research Conference Update**

Susan Tan reminded the group that the U21 URC would be held at the National University of Singapore from 30 June – 4 July. 58 participants had signed up from 14

universities. There would be five groups of students combining the overseas and NUS. There would be a Poster Session for the first time at a URC.

### **3. Requirement of letters of recommendation**

Linda Anderson from McGill put forward the proposal to remove the need for an academic reference for an outgoing exchange application from McGill. Many universities had specific departments / faculties for which a reference was still a requirement (due to limited enrolment). It was agreed, following discussion, that a generic U21 recommendation letter addressing certain prescribed criteria be drafted which could hopefully be accepted by areas with limited enrolment. This would be available to all U21 universities if desired.

***Action: Linda Anderson and Pauline Taylor to prepare a draft U21 recommendation letter and criteria. Send around the group for comment.***

### **4. Medical Electives**

UBC's Faculty of Medicine was interested to find out which U21 institutions could host their medical students as part of an overseas elective. The following universities confirmed that they accepted incoming medical students via exchange to undertake an elective period: Hong Kong University, Birmingham, Tec de Monterrey, Melbourne, UNSW, Auckland and Edinburgh.

UBC School of Nursing was also interested in sending their students overseas. Korea, Auckland, Tec and Melbourne offered electives for incoming exchange nursing students.

UVA Medical School offered structured medical electives in Guatemala – including language course and clinical placement. May be available to incoming exchange students.

### **5. Break-out Session / Discussion groups**

Three discussion topics were introduced, including a presentation from Narelle Larney on a proposed U21 Electronic Document Exchange project. The other topics were Why Students Withdraw from exchange? and Creative Solutions to Exchange Imbalances. The attendees divided into three working groups to discuss each topic.

#### **i) Electronic Document Exchange Discussion Group**

The requirement that students submit original or certified, official, hard-copy academic transcripts to support their applications for admission to tertiary institutions is a component of institutional risk management. For exchange programs, students request that the appropriate sections of their home universities send official transcripts by mail to the exchange office of the receiving institution or students may be asked to attach original or certified copies of their academic transcripts to their hard-copy application forms. Increasingly, international applications for admission to university programs are submitted electronically. This process however, may still require the provision of hard-copy transcripts; a practice which is inconsistent with the philosophy of an electronic application process which seeks to eliminate unnecessary paper based administration and decrease resource

requirements and delays associated with physical document receipt, storage and access.

Expressions of interest from U21 members were sought regarding an exercise to:

- benchmark documentation requirements, handling, and risk management practices; and
- investigate a secure means of submission of electronic academic transcripts between network institutions, with a goal of supporting and streamlining the move to electronic admissions processes, facilitating student mobility, and ensuring the authenticity of electronic transcripts held by receiving institutions.

Ten U21 institutions\* indicated an interest in participating in such an exercise and electronic document exchange was included in the agenda of the U21 AGM.

Representatives from The University of Queensland, University College Dublin, The University of Melbourne, Waseda University, The University of Nottingham, The University of Hong Kong, and University of Virginia participated in a discussion group on day two of the AGM.

Members agreed that this investigation was timely and that benchmarking documentation requirements and issues should be a pre-cursor to establishing whether there was a business need and potential for electronic exchange of official academic transcripts and other relevant documentation between partners.

Members questioned whether having parallel hard copy and electronic processes would save time or create confusion. The need to develop standards to incorporate any electronic processes into the larger admissions framework and increase efficiencies across the admissions life cycle was discussed.

Members agreed to initiate a benchmarking process through the development of a draft questionnaire to cover the relevant legal, technological, and administrative issues (which may differ from one institution and country to another) and to then forward this to members for further development.

Potential options for electronic document exchange were discussed, including an option investigated by UQ's Campus Technology Support section. U21 was seen as an appropriate forum for piloting electronic document exchange before putting forward ideas to decision makers; any option tested would need to be scaleable.

Draft questions from the meeting and an electronic copy of the *Mail Authentication and Encryption – PGP Desktop Implementation Guide* prepared by UQ's Campus Technology Support will be disseminated to the discussion group for further development.

\*University of Virginia, University College Dublin, University of Nottingham, Lund University, The University of Auckland, The University of Melbourne, The University of Hong Kong, The University of Birmingham, University of British Columbia, The University of Queensland.

## **ii. Why Students Withdraw?**

- 1) Money – institutions ask for evidence that students can self-fund.
- 2) UNSW students pay \$200 to apply for exchange (discount for those on Youth Allowance)

- 3) Students have a 'Plan 'B' – i.e. alternative plans which are typically not disclosed to the institution.
- 4) There can be a lack of confidence which can to some degree be alleviated by Buddy Programs, in this instance by talking to a returned student.
- 5) Creative Choice making. Students need to be encouraged to consider less obvious Exchange destinations.

#### Other comments

Anecdotal evidence suggests that it is the family who, in many instances determine whether or not the student does go overseas. Students are however 'embarrassed' to reveal this and typically blame it upon finances, having a job, or the ubiquitous 'personal reasons'.

#### iii) Creative solutions to Exchange Imbalances.

Participating: University of Korea  
 Waseda University  
 University of Glasgow  
 University of Nottingham  
 University of Auckland  
 UVA  
 ITESM

This break-out group was tasked with putting forward some new creative solutions to the problem experienced by many partners of imbalances in exchange numbers.

The following suggestions were discussed at length and presented to the whole U21 group as possible solutions.

- 1) **Tri-lateral Working** – where 3 institutions from the network could work together, identifying shortfalls in demand and over-demand for certain partner institutions. E.g. Glasgow struggles to send students to University of Korea, but has lots of students who want to go to University of Melbourne but not enough 'exchange places' there. University of Melbourne has lots of students who want to go to University of Korea and doesn't have enough 'exchange places'. So the University of Melbourne and the University of Korea agree between them, to let more University of Glasgow students go to the University of Melbourne and in return, University of Glasgow gives its exchange places to Korea to University of Melbourne.
- 2) **Summer Programs** – partners could make use of summer programs to offset balances. Sending 3 students to summer school equals 1 FTE exchange place. Many more partners are developing summer schools and the belief is that many more students are looking for shorter study abroad experiences – therefore by increasing summer school participation, imbalances could be addressed.
- 3) **Student scholar tailored Programs** – University of Virginia put forward this suggestion, whereby costs associated with imbalances within an institution, can be offset when partners coming to use the Institution's facilities (eg

teaching or buildings) pay an administrative fee – which goes towards imbalance costs.

- 4) **Multi-Lateral Agreements** – instead of Bilateral agreements between 2 institutions – where exchange places are agreed between the 2, the network would embark on a multi-lateral arrangement. This would mean effectively establishing a clearing house and students from each institution would be given the opportunity to apply for approx 3 institutions/or countries/or regions. The 'clearing house' administration would look at the network as a whole and allocate students to institutions, with a view to the overall balances. So all institutions would eventually receive an equal(ish) number of incoming students.

These proposals were put forward and discussed briefly by the whole U21 group. The most popular suggestions seemed to be the summer programs and the Tri-lateral working and it was agreed that those partners interested in the Tri-lateral working arrangements could try it out in the future – although no concrete plans were made.

## **6. Any other Business**

- Recommendation to the group to use the U21 email listserv to share information about university exchange fairs.

***Action: C Harper to ask everyone to share the dates of their 2008/ 09 Study Abroad fair.***

- Renee Valeri invited anyone who would be attending the EAIE conference in Antwerp this Autumn to visit Lund beforehand.
- The QS Apple Conference would be taking place at Yonsei Univeristy, Korea in July 2008. DÁrcy invited anyone attending to visit KU
- The group thanked and farewelled Renee Valeri, U21 Student Mobility Co-ordinator at Lund for whom this would be her last meeting. Renee had been U21 Student Mobility Co-ordinator at Lund since the beginning of U21 student mobility activities and had attended all the U21 Student Mobility meetings. The group thanked her for all her hard work and contribution to U21 over the years.

**End of meeting.**

## APPENDIX III

### Service Learning Discussion

UBC (Katherine Beaumont) – lead.  
 Edinburgh (Sandra Morris),  
 UVa (Rebecca Brown),  
 Glasgow (Colette McGowan),  
 Melbourne (Susanne Haywood),  
 Birmingham (Cathy Bonner),  
 UCD (Ruth Redahan)

### Mapping of Existing Activity

	Local/Int'l	Open to exchange	Org	Curricula	Training	Evaluation*	Staff
<b>Birmingham</b>	L 5 projects Dentistry, Business, Physiotherapy		Y - growing	Y credit bearing	Y - Handbook only	Y	Used to be
<b>UBC</b>	Both Extensive local Growing international Student/faculty-led and uni sponsored	Y	Y	Credit bearing and co- curricular	Y	Y	Y
<b>Edinburgh</b>	Both Done through student association only	?	N	N	N	N	N
<b>Glasgow</b>	L – one course in social policy	Y	Y	Y Credit bearing	Y	Y	N
<b>Nottingham</b>	Both	Y	Y	Y co- curricular	Y	Y	?
<b>Melbourne</b>	Both – new initiative LIVE	Y	Y	Y	Y	Y	?
<b>Hong Kong</b>	Both – Social Internship Program	Y	Y	Y credit – bearing 12 credits Degree requirement for FASS	Y	Y	?

				And co-curricular			
<b>UVA</b>	Both Extensive local And international student/faculty-led and uni sponsored	Y	Y (not central)	Y Credit bearing and co-curricular	Y	Y	Y
<b>UCD</b>	I – UCD Volunteerism; run by Chaplains	Y	Y	Co-curricular	Y	Y	Accompany group

In all cases, focus is on evaluation of individual learning experience

### Plan

This year:

- Build through collaboration on existing projects
- Learn from each other: survey other members
- Consider whether we then go with a U21 “flagship” project that includes staff, faculty and students or continue to simply open existing projects to members

### Next steps:

- AGM: Propose development of a U21 online learning community to Virtual Exchange/e-learning group
- August 08: Survey Members re: info above, identify if Service Learning is open to Student Mobility on partnership listings so students can easily select this option – KB, UBC
- Nov 08: Inventory of how institutions assess Service Learning programs– CB, Birmingham
- Nov 08: Document employability element of SL – GA, Nottingham
- Quarterly: Highlight SL activity in U21 Newsletter
- TBC: Proposal of U21 sponsored project?

**Outcomes Assessment Working Group**

Marina Markot, UVA (lead)  
 Alex Metcalf, UCD  
 Kalyna Kruczowyj, McGill  
 Carol Zachs, UBC  
 Renee Valeri, Lund  
 Pauline Taylor, UNSW  
 Chikako Kato, Waseda

**Scan of the existing efforts of evaluating student experience:**

UCD – Not much re-entry programming. Informal reflection only. Don't survey marks from abroad. Programs that have study abroad or language learning as a requirement are validated as part of the degree.

UBC – Personal reports – returned student survey. Assess experience and also a resource for future students. Mix of qualitative and quantitative. Little reflection. Beginning to develop returning student program. Doing research on barriers to participation in exchanges. Survey to all UG students; focus groups. Barriers vary by faculty – housing, credit transfer, financial. UBC in general is doing a survey of the learning outcomes, but not study abroad or exchange specific.

Lund –For Erasmus exchanges, part of Erasmus funding is retained until the student report is returned. It is not a perfect tool – doesn't capture the "experience". Renee will share. Prefer having past and future participants talking to each other (uni by uni) but this is time consuming. Hard to translate to other U21 unis. Maybe, should have a tape recorder? A study?

UNSW – Before the student goes, UNSW interview students, ask about their expectations. 50 hours of advising prior of going. Pre-departures orientation and other preparation for the multi-cultural experience. Do not document interviews. Returning students write testimonials or credits do not transfer. Testimonials are anonymous. Pauline will send a sample. Return students' briefing – not mandatory. Opportunity to reflect. Information is used primarily to inform future students. "returning home" student good-bye party is in a bar, mixing with the students who are planning to go.

Waseda – In-coming student team conducts a "returning home" orientation. Split students into groups, reflect on experience, how to utilize it, a questionnaire about the experience, "customer satisfaction". Prepare for re-entry shock. Marina Markot will send Sayonara movies.

McGill – students write a report when they come back, not mandatory. No orientation or re-entry activity.

University of Virginia – currently students fill out an on-line program evaluation ("customer satisfaction survey"). Re-entry programming is mostly social. UVA in general is beginning to put greater emphasis on identifying learning outcomes of a variety of programs and assessing achieving them. This will impact study abroad/exchanges.

## **DISCUSSION:**

Whose job is it to assess learning outcomes? Is this a strictly academic issue or do the exchange/study abroad offices have a "place at the table", helping to assess the "intangibles" – outcomes that come from the experiential nature of study abroad, e.g. cross-cultural awareness and sensitivity, intercultural communication skills, adaptability, etc.

Some schools have study abroad built into degree structure – assessment happens within the curriculum and is done by the academic department – e.g. UNSW. Need to differentiate between students who want to go and students who have to go - "intangible" outcomes may be affected.

Need to differentiate between barriers and outcomes – connected but not dependent on each other.

Outcomes of outcomes? Current practices (see above) are created for internal consumption: to inform international offices and feed their best practices. This information does not get out to the larger university community.

### **Ideas – what can the U21 Student Mobility AGM do?**

- Look at academic program reviews/validation for programs with built in international component.
- Look at different outcomes:
  - Academic – departments and schools ?
  - Personal
  - Degree
  - Cross-cultural
  - Employability/Career development
  - Institutional outcomes
- Alumni offices?
  - Do students with international experiences get more international jobs?
  - Are Study abroad alumni more likely to do research? Depends on where they study? UCD Public Policy research – returning SA students are interested in doing an international research.
  - Do unis track alumni with international experience?
- Virtual Institute for International Education Research? With U21 as a platform.
  - Assessment vs. research into learning outcomes?
    - Research engages faculty
    - U21 Schools of Education are already cooperating
    - Exchange offices can provide a great pool of research data
- Measure progress – meld what is done in the in-coming and out-going offices. E.g. assessment throughout the semester, before they leave, when they return, lager on through the alumni network...

### **ACTIONS**

- Share survey questionnaires
- Mine deeper – survey all U21 universities, not just the ones in the group.
- Learning outcomes assessment in the universities – which office does it, does int'l office have an input?

- Connect with U21 schools of Education – who is doing research in IE, suggest collaboration with Student Mobility Group.
- Share existing resources: Forum, etc.
- Connect with the U21 Education group
- Identify the institutions' interest and need for outcomes assessment
- Invest in staffing, resources in IE
- Longitudinal assessment?
- U21 alumni network?
- Do they go to graduate schools abroad?

## Virtual Mobility Group discussion

### Working Group

Adriana Rojas (Tec de Monterrey) – on behalf of Ana Esther Gutierrez

Narelle Larney, UQ

Nigel Cossar, University of Melbourne

Rachel Jessop, University of Nottingham

Mami Kikuchi, Waseda University

Susan Tan, NUS

Linda Anderson, McGill University

- Adriana Rojas prepared a brief resume of the Tec's Virtual University presentation
- The group asked Adriana to share information with about the Tec's virtual exchange program with Boston University, as an example of how the idea came about, how it became a reality and finally the tangible results of the experience. The group was interested in seeing the facts and advantages of this kind of projects (**Action: ITESM to forward this information to the group**)
- Ms Armida Lozano, is in charge of international initiatives of the virtual programs at the Tec and will become involved in the discussions.
- The group decided that the first step would be to open this conversation to the group and all the partners interested in this panel. Initially, the 7 universities represented in the break-out group expressed their interest.
- All the interested universities should do an investigation of their university's activities in the virtual arena and share this with the group. It would be important to discuss the idea with the President and U21 Manager in order to receive their support. Questions to be answered by September / October 2008
  - Is the University interested in virtual learning /mobility?
  - What is the University currently doing in virtual learning?
    - Double/joint degree programs
    - Portal
    - On line courses
    - Others
  - How do you think U21 can help?
- Each University should also consider issues which may be possible barriers (technological, ideological, generational) and existing virtual mobility experiences (U21 Global Issues Program)
- The second step would be to document previous experiences
  - To create a questionnaire of the information we wish to share (programs, facebook projects, double degrees, second life experiences)
  - ITESM can lead this effort giving some examples of their current experience in the virtual arena.
- With the documentation of previous experiences, interest, and lobbying with the leaders of our universities, the group proposes to consider organizing an international conference on Virtual U21 (at ITESM)
  - Interest?
  - Expertise?

- Objectives of the international conference. How your University can contribute?
- The possible date of the conference could be March of 2009

#### **GENERAL COMMITMENTS BY THE GROUP**

- Ascertain the degree of interest among the universities.
- Create a team to lead the initiative.
- Document the virtual experiences amongst the partner institutions.
- ITESM will create a document with its present virtual activities as an example.
- Explore the feasibility of the international conference
- Work on the conference for 2009

## APPENDIX VI

### The U21 Photo & Essay Competition. How to obtain external sponsorship?

#### Working Group

- Clare Harper
- Rachel King – Birmingham
- Chris Berry – Auckland
- Ros Boulton – UQ
- D'Arcy Drachenberg, Korea
- Jeff Dong-Hyun Jang, Korea
- Shiro Takahashi - Waseda

#### Competition Theme

- Theme- Broadening your horizons - New Horizons
- Photo and Podcast, video, essay. Whatever media you wish
- Annual – deadline January

#### Possible prizes:

- Internship with a sponsor organisation / provider
- Cash US \$2,000, \$1000, \$500
- Laptop, MP3, mobile phone
- Free return flight to AGM location, free accommodation
- Magazine article, website,
- Total value? Preferred option: Money.

#### Potential Sponsors

- Airlines – Qantas (One world) or Star Alliance (Singapore Airlines, Air New Zealand, ANA, Korean Air.
- STA Travel – UK, Europe, Australia, NZ
- Travel insurance companies
- Tourism associations
- Breweries (or parent company), phone companies, banks, computer companies, Accounting and consulting firms, GE, Car companies,
- International graduation recruitment – who recruits our graduates?
- Match to target market of the company – Exposure to 1 million 18 – 25 yr old people wanting to travel, well educated, employable.
- One cash sponsor. One product sponsor. One media sponsor OR one sponsor.
- Approach media sponsor to publish – e.g. travel /airline magazine. Lonely Planet, rough guide, Time Out, Publishing Companies
- Clothes / music / sports /
- Yahoo / Google / Facebook
- Coffee / Starbucks / food

#### How do we make contact / approach these sponsors?

- Need to approach networks of our Universities' supporters. Anyone with whom we have connection.
- Search of alumni databases to identify key alumni in these organisations?
- Timing? When to ask? Who to ask?
- In which country do we make the ask? President of U21 and local President to write.

What would be the sponsorship package? What benefits to them / value?

- Exposure on all university websites (student mobility pages) – logos / name
- Exposure on U21 website – minimum of 1 year
- Advertising around campus – student newspaper, email
- Exposure to 1 million students from 21 unis and 12 countries – email, online, Campus media (circulation figures)
- Profile of the U21 unis - leading research intensive international unis
- Opportunity to sponsor AGM
- Verbal mention at AGM – Uni presidents and senior management. XX delegates.high profile event.
- Inclusion of photo / essay in each uni's study abroad brochure 2,000 x 21 unis

Sponsorship pack

- Branded
- The competition etc..
- What's in it for you?
- Different versions of pack
- U21 – what is it etc..
- Cover letter from president
- What do we want
- U21 student profile promoting benefits / outcomes of exchange. Include student demographic info and graduate outcomes.

Action Plan

- Map existing sponsorships / donations, companies linked with our unis
- Work with Alumni Offices
- Letter from Presidents / Chair of U21
  
- Identify the companies who want our cohort
- Look at NAFSA advertisers
- Working Group:

Allocation of duties

- At NAFSA: Identify potential sponsors from NAFSA advertisers, travel magazines, - email to Clare
- At each of our unis – talk to our alumni / development offices to identify current sponsors and potential donors – give to Clare – review
- Write sponsorship package proposal – D'Arcy and Ros
- Fleshing out competition structure – themes, media etc.. Rachel and Chris
- Jeff – identify 10 possible sponsors in Korea
- Shiro – identify 10 possible sponsors in Japan

Timeline

- Finalise competition details – End of June
- Identify potential sponsors – End of July
- Draw up sponsorship package and prepare pack – Content – End of August