

Structures for Internationalization at Trent University

Submitted to Dr. Leo Groarke

President and Vice-Chancellor Trent University

April 2016

Livia E. Castellanos Executive
Director-UR International

Chief International Officer University of Regina

The content of this report is the copyright of Livia E. Castellanos, all rights reserved. This document may not be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of Livia E. Castellanos.

Introduction

In December 2015, I was asked by the President and Vice-Chancellor of Trent University to conduct an administrative review of the international activities and operations at Trent University. For the purpose . . . “of providing recommendations in an effort to support better the strategy for international student enrolment, and enhance activities to retain international students while engaging faculty and staff in a cohesive process of internationalization”.

From February 1-3, 2016, I visited Trent University to speak with a wide range of stakeholders to learn and better understand the activities, initiatives, programs and services currently in place as part of Trent University’s International portfolio.

This document is the result of the multiple interviews I conducted during my time at Trent University, as well as the reading I did of several documents that were presented to me. The report comments on opportunities that I consider pertinent to the overall internationalization structure and activities of the University in the following areas:

- International Organizational Structure
- International Student Enrolment
- International Student Services
- International Student Mobility (Study Abroad)
- International Outreach (Partnerships and Agreements)
- ESL Program

Overview of Findings

My overall impression and assessment of the current state of affairs at Trent University is that there is a strong tradition for international engagement, and a deeply enrooted culture that supports a unique international activity among students and faculty. However, there is no mention in any institutional document of the importance of internationalization as a campus-wide activity or goal. In the strategic plan of Trent University there is no mention of it. Having said that, I found that there is a fair base of programs and supports that serve as a catalyst for internationalization on the campus. Many of these are provided via the Trent International Program “TIP”.

Trent International Program (TIP) is a program that recruits students, provides them with scholarships and socio-cultural activities and supports. The Trent International Program has

been very successful for several years and they have been able to graduate remarkable students.

However, as the only feature of Trent University in the international student recruitment and retention arena, it is my opinion, that such a narrow focus has lately prevented the growth of international student enrolment at Trent. In order to keep the relevance of our universities one has to transform, evolve and refresh the international program offerings. This is necessary so that the recruitment of international students can be effective in several regions of the world catering to the needs of different student cohorts - culturally and academically.

It is important to mention what internationalization is from a theoretical perspective. It is the joining of all of the components of international education that provide domestic students with an international enriching experience at home, while at the same time providing international students an invigorating knowing experience through the learning process of culture and values from the host country. Proper integration of these components promotes invaluable learning experiences that prepares all students to live, work and succeed in a globalized world.

Currently it is my opinion that some constraints are preventing the University from moving forward on this front.

The first constraining factor is the absence of clear communication mechanisms between key stakeholders and parties currently involved. Current organizations and reporting structures are limiting this communication and preventing advancement in this area.

The second is the absence of an identifiable senior executive leader that plays a central role in the University administration as the visible champion, fully responsible and accountable for the creation and execution of the vision and operations of the international file. This professional administrator will administer daily activities, and bring new strategies that will enhance the international file into a modern, relevant organization. This new organization will provide programs, practices and processes that resonate to diverse groups of students, faculty and staff. The absence of such a champion has resulted in lack of direction, strategies, goal setting and overall accountability in the international file. The enrolment of international students, supports and international partnership outreach are not being managed in a cohesive, systematic and strategic manner.

A third factor is the lack of an institutional plan that outlines the international goals of Trent University, its place in the world and the tangible results that this plan will bring to the University, its reputation and its students.

A fourth constraint is the insufficient training opportunities offered to staff involved in the international file. Professional development and learning opportunities at all levels of the organizational structure are imperative to enhance the knowledge of current best practices, processes and procedures presently used in universities across Canada. There is a strong base of knowledge that needs to be enhanced to deal with pivotal matters such as cross-cultural communications, international admissions practices, up-to-date immigration legislation, effective academic remedial supports, transition and life skill supports for students.

Furthermore, it is crucial to begin training and build a base knowledge in the areas of international relations and protocol, components of international student enrolment, effective conversion, market assessment and market opportunities driven by data and reporting mechanisms.

It seems like the absence of a senior leader for the international portfolio has made the operations to be dated and not relevant to new audiences. There has not been substantial planning, and development of processes and procedures to create and develop a sustainable and effective international operation that can enroll and retain a wide array of international students. Students coming to Trent University must be served in a systematic and consistent manner from the moment of recruitment, through their settlement and transition, to their successful graduation.

Successful internationalization requires a team of people that are creative with a risk taking dynamic leader, heavy academic involvement and strong administrative coordination. This necessitates consistent support in processes and procedures backed by vast intercultural communication knowledge. All the sectors of the academic community, board members, senior management, faculty, students and administrative staff are involved and educated about their role and responsibility within these processes. The importance of internationalization as a vehicle to enriching the campus and the community as a whole must be the focus.

Organizational Structure

International structures and organizations within Canadian universities vary significantly. Some universities have chosen to centralize their international operations, led by an

executive senior administrator that represents the portfolio. Other universities have integrated an international component to their traditional operations in relation to student enrolment and support services. A third model is also currently utilized. It is a combination of both. Some operations are centralized such as the student services and study abroad component in a separate unit, leaving the enrolment component in the domestic office, and adding international agreements and relations to the portfolio of the Vice-President Research.

Each model has pros and cons. It is my strong belief that centralized operations are one of the best options for small to mid-size institutions. This is especially true if the institution has a strong desire to boost their international presence and increase their enrolment and retention rates of international students.

In my professional experience, a centralized operation fosters better communication among stakeholders and also creates a condensed mass of administrators dedicated to the promotion of internationalization on campus. It additionally represents more services for international students arriving on campus, as well as domestic students seeking experiences abroad. It truly serves as an engine for change.

The downside of a centralized structure is that the leader of the organization plays a pivotal role in the success of the operation and the international strategy as a whole. It is not only necessary to have a leader that can travel and represent the university abroad. More importantly, in the initial stages of this process, the University must consider a senior administrator that is able to manage the daily operations of the structure, while being able to create effective, result oriented relations across the entire university community. This is necessary so that buy-in occurs at all levels throughout the organization.

The other two structures that I have mentioned in this document require an immense amount of coordination, training and communication among stakeholders at every level. Structures of this nature are difficult to manage and they present barriers due to reporting structures and competing priorities.

At Trent University the international operations are partially centralized. Currently all student matters are concentrated in the TIP office, and the international outreach and agreements reside in the VP Research Office. Even though student matters are centralized, the internal organization of the staff and departments are not constructed in a linear, comprehensive manner in which to accomplish the goals of international enrolment and retention effectively. The structure seems to be partially disorganized and the departments have not been distributed properly in relation to the goals of the organization. Some current positions

in the structure are serving multiple purposes, constantly shifting the focus of the individual to various activities, thus decreasing productivity and efficiencies.

Recommendations:

1. Reorganize the current structures and create consistency across the units to maximize resources and productivity. Ensure departments meet specific mandates to achieve true international presence inside and out of the University.
2. Name the new structure “Trent Global” so that it clearly represents a bigger, organic multi- level international outreach structure. Currently it has the name of a student program, not the name of an organization.
3. It is imperative to have a senior administrator position that leads, manages and creates strategies according to the changes presented in today’s international education environment. This leader must be able to establish a strong professional rapport with all academic units, deans, associate vice- presidents, the Provost and President, in order to facilitate the achievement of their international goals.
4. In order to professionalize the unit and the entire organization, it is necessary to develop job descriptions that are current and consistent in each department across the organization.
5. Add the international outreach component to the organization, so that a comprehensive structure that is multi- level can enhance the internationalization activities across the campus.

International Student Enrolment

International student enrolment in today’s Canadian universities requires a great deal of diverse program based and market based strategies. Traveling the world to attend school and educational fairs is no longer sufficient to attract students that are suited to a particular university. The enrolment of international students requires a deep assessment of the programs offered in combination with market trends around the world that take into account the political, economic and cultural challenges and opportunities of the specific region.

Trent University has 593 international students (fall 2015). This number includes undergraduate students enrolled in faculties, graduate students, exchange students and students with letters of permission. This is in comparison to 529 in fall 2010.

Data shows that Trent University has experienced an insufficient and static international student enrollment in credit programs, particularly from the international undergraduate fee paying student cohort. From 457 in 2010 to 473 in fall 2015 (these numbers exclude exchange students, letter of permission students and international graduate students).

On the other hand, international graduate enrolments have nearly doubled since 2010 - from 46 students in fall 2010, to 83 in 2015.

Exchange student numbers have more or less remained flat, which shows adequate management and international student balance.

ESL students have been declining solidly from 147 in fall 2010, to 123 in 2015 on the Peterborough campus. A small amount of students have also enrolled in the Durham Campus.

Trent University has invested a great deal of resources in the area of scholarships and student aid. This is substantial relative to the current student enrolment number as compared to other institutions of its size and profile.

Trent University is actively recruiting in China, Saudi Arabia, in the Middle East, the Americas, India, and Europe. Domestically they are focusing on attracting international students from Toronto and the GTA.

Trent University has a team dedicated to the recruitment and the admission of ESL and undergraduate international students. Currently, they have a Manager of International Recruitment and Admissions and two staff. One staff member is dedicated to international recruitment and the second to international admissions. Also, the department has part time student assistants and volunteers. It is important to mention that the ESL program has its own international recruitment position.

It is my assessment that the current enrolment results are neither equal nor sufficient to the amount of scholarships that have been allocated to the portfolio. With the amount of resources invested in scholarships, the expected return on investment should be much greater.

There are several issues preventing the growth of international undergraduate student enrolment at Trent University. The first is a lack of senior leadership and direction in the area, the second is an insufficient international enrollment strategy, and an inadequate number of personnel solely dedicated to the file.

I consider it necessary that Trent University develops an academic based international enrolment strategy that involves Deans and directors of academic units. At the same time, it is imperative to conduct a deep assessment of the international enrollment funnel by student cohort. That will give the University sufficient data to point out the type of students and regions in the world that are naturally inclined to enroll in a University with the characteristics of Trent.

Moreover, current marketing materials, admissions processes, communication strategies, scholarship allocation and work flow need to be reviewed and optimized to transform them into current and relevant practices relevant to the need of students by cohort.

In order for Trent University to effectively allocate resources to specific markets and activities, it is crucial to have better data collection and dissemination at the institutional level. The data collection should start in the admissions component of the operation, with the creation of cohort codes that allow the university to review not only the productivity of the market, but the quality and performance of each student from the moment of enrollment through graduation.

Trent University also has an agent program. The program has 10 active international agents and the rest are in a dormant state. It is important to revise the program, make it effective and efficient in order to reduce the workload for the international recruitment and admissions team.

The recruitment of ESL students has been conducted jointly between the ESL recruitment advisor and the Office of International Recruitment and Admissions. I believe that joining forces and combining their resources will be a very effective strategy that will enhance the recruitment for the ESL program with the desired transition into undergraduate studies.

Recommendations:

1. Create an international strategy enrollment plan that is program based. That promotes accountability and goal oriented activities. All of this is guided by data analysis and funnel reports to identify markets and students by cohort.

2. Augment the international recruitment and admissions team, by moving the ESL recruitment advisor to the department.
3. Enhance and optimize the international admission process. The admission personnel at the international recruitment and admissions office focus only on the international visa student applications rather than permanent residents and new Canadian with foreign credentials. At this point there are not sufficient personal to take care of the second category.
4. Refresh all the marketing materials guided by international student focus groups with representation from the largest cohorts of international students currently enrolled at Trent.
5. Analyze the scholarships administration and create a system that allows the university to award scholarships to more students across the board.
6. Create a payment flow for educational agents and refresh processes of communication and training mechanisms.
7. Use current institutional agreements as a tool to engage schools and universities across the world and enhance recruitment activities for Trent University as an exclusive player.
8. Revise the current operational budget of International Recruitment and Admissions to better support their activities.
9. Enhance a flow chart for the conversion of, and communication with, prospective international students from the moment of application to the point of registration.

International Student Services

The vast majority of universities in Canada currently have a dedicated office that provides specific supports to international students. These structures are designed to support students with their life settlement, social, and academic needs. The structures vary in name and reporting structures according to specific university needs and culture. They are named international student services office, international centres, or international student success centres among others.

At Trent University I did not find a solid structure or department that fully is dedicated to be the provider of settlement, immigration and academic services to international students. Within the TIP office structure there is one position dedicated to advise international students.

The position is responsible for serving international students and providing supports related to academic issues, cultural issues, academic withdrawal and immigration matters. In addition, this position is responsible for the organization of orientation, TIP camp, workshops during academic year and liaising between students and academic advisors.

A university with the international student body of Trent should have a dedicated structure to offer a wide array of cohort based student services and programming. One staff member is insufficient to meet the needs of more than 500 international students.

On the immigration front, Trent University does not have personnel with the RISA certification (Regulated International Immigration Advisor). In order to mitigate future liability issues on the immigration front, it is pivotal that training and designations are required for a staff member.

Currently, academic supports for international students are offered by the Academic Skills Centre at Trent. The centre has several instructors specializing in supporting students whose English is their additional language.

Successful support for international students consists in offering programs that attend to the academic, social and transitional needs of students by cohort. In order to develop the programming, the international student services department must create and foster open dialogue between faculties and its members to identify the needs of international students in the classroom.

By working with academic units, proper transitions programs can be built, as well as effective support programs that will contribute to the success and overall retention of international students. Also, data analysis by cohort is pivotal. This will allow Trent to manage the needs of each cohort of students from the moment of arrival, through transition and settlement, academic needs and achievement.

During my conversations with international students at Trent University, they expressed their appreciation towards the TIP office and the efforts that this office puts into assisting them in making them feel comfortable. They expressed that more efforts in the area of

integration are necessary; also that Trent University should engage the community at large in and out of the University to promote diversity, inclusion and understanding.

Students also expressed their desire for more specific programming during orientation that is designed to bring them closer to their academic homes, their professors and future classmates.

The concerns of international students revolved primarily around tuition increases, and health insurance. In addition, students expressed the disadvantages that the immigration program in Ontario has for international students in comparison to provinces like Alberta, Manitoba, and Saskatchewan.

Re-thinking the orientation for international students is crucial, as organizing a more integrated approach for students can be very beneficial. Connecting them with their Deans, professors, and academic advisors will create a very positive impact.

It will be pertinent to explore the possibility of building a formal peer mentoring program that encompasses senior international students, domestic students who have had experiences abroad and new students. This will help mitigate the lack of personnel responsible to serve the international student population currently at Trent. This will also create a community at each level with a common understanding.

Recommendations:

1. Develop a department within Trent Global that manages all international student services, with the appropriate amount of staff. It is appropriate to have two International Student Advisors for the amount of students currently enrolled.
2. Review the effectiveness of the current orientation practices in relation to the successful integration of the students to the entire university - not only to the TIP office.
3. Foster strong relationships with Deans and faculty members so students can have a better experience transitioning from their home to Trent University.
4. Review the viability and effectiveness of the programming currently offered to the students.

5. Provide the immigration training and the RISA designation for the staff in the Student Services area.
6. Create a faculty member committee led by the Provost with the participation of the International student advisors and the Academic Skills unit, to begin conversations about international students' needs in the classroom. These needs can be met through workshops, tutoring or extra academic supports.
7. Explore the creation of a Peer Mentoring program for international students. This should be a formal program with non-credit recognition on the transcript to add a value to the participants (Mentors and Mentees)
8. Start collecting data by student cohort regarding their performance, GPA, academic progression, and graduation rates. This will provide the University a better picture of the type of student that it is recruiting, as well as the outcomes of each student cohort to better manage targeted supports.

International Student Mobility (Study Abroad)

According to the Canadian Bureau of International Education (CBIE) and Universities Canada, only 3% of students enrolled in Canadian post- secondary institutions are going abroad. The number is very small in comparison to the rest of the developed world. Universities, provincial budgets and federal supports have been allocated to this file; however the numbers have not increased in the past few years.

Trent University has a strong tradition of offering courses abroad and sending students out to experience the world. Faculty members are committed to the international experiential learning of their students. Deans and academic units are eager to provide students with these valued added experiences.

Trent has two feature programs that are currently offered in Ghana and Ecuador. These programs have been in place for several years with strong track record of success. The International Development program attracts students from Ontario, and the rest of Canada, to participate in these programs abroad.

These programs exude commitment and vision from the faculty members and the academic department in particular. I believe these programs should be used as a tool to recruit students, not only domestically, but internationally.

Other experiences abroad are offered across the campus in other faculties, academic programs and the TIP office.

In TIP there is one position dedicated to Study abroad endeavors. This position manages the student mobility portfolio primarily related to partner institutions, short term programs for students around the globe, language programs and summer programs. There are currently 41 outbound and 58 inbound students.

Study abroad experiences are offered in a decentralized manner. Some programs are offered by the faculties and academic programs, while others are offered by the TIP office.

The programs led by faculty members are not necessarily coordinated by the staff at the TIP office. It is my understanding that faculty members and academic programs manage their own logistics, and do all arrangements for their students when going abroad. In a university of the size of Trent it is necessary to foster a certain degree of coordination and engagement among the parties for the benefit of the students and the institution as a whole.

Having strong coordination from a central position will allow Trent to have a database of experiences abroad available to students. In addition, data can be tracked in relation to trends, and student preferences to different programs with different partners around the world.

The scholarship model for study abroad needs to be redesigned in a way that resonates with students needs and desires in order to increase the mobility of students abroad.

It is important to mention that Trent University does not belong to any international organization to facilitate the mobilization of students around the world. These organizations are a very effective, non-costly, tool to provide students with a diverse array of opportunities to study, volunteer, and work abroad.

Lastly, a university wide plan that outlines targets for students enrolling in experiences abroad is necessary. A linear process that is communicated to students, faculty and professors is imperative. The implementation of tools to mitigate risk is pivotal to limit the liability for students, faculty and staff traveling abroad.

Recommendations:

1. Create a university wide goal for international student mobility communicated to all stakeholders on campus.

2. Create a database of all experiences abroad currently offered at Trent University to allow the university to track students, trends, and programming.
3. Create better coordination between the study abroad advisor, academic programs and departments involved in the study abroad file.
4. Review the current scholarship practices that support students and faculty going abroad.
5. Subscribe to systems that provide universities and students with access to multiple programs and post-secondary education institutions as the NSE (National Student Exchange) and ISEP (International Student Exchange Program). This will allow the management of the study abroad file to become easier and more effective in terms of keeping a balance of inbound and outbound students.

International Outreach (Partnerships and Agreements)

International partnerships and agreements are one of the methods used to augment the presence of internationalization on a university campus. This said, years of experience across Canadian universities have proven that many international agreements and partnerships are not the way to proactively and efficiently manage international programs.

In the past two decades, better practices around North American universities have been implemented. There has been a movement from a focus on quantity of agreements to the quality of the partnerships themselves. In other words, having hundreds of international agreements is no longer a sign of international success or a vehicle to increase reputation. Having fewer partner institutions, with vast number of activities at each layer of the University operation, is a sign of true partnership and cooperation.

For example, The University of Regina established a partnership with Hunan University in China 13 years ago. This partnership is one of the few that UofR has in China. Initially this partnership began as an MOU, which led to a visiting scholar program created as the result of deeper relationship. The scholar program led to the creation of a 2+2 undergraduate program in Engineering. After having more than 400 graduates from the program, a 2+2 undergraduate Business program was created. Hunan University and UofR currently several joint undergraduate programs, graduate programs, and more than 30 visiting scholars, in

addition to our joint Confucius Institute established in UR International in 2012. Faculty members have created all of this with their Deans, in collaboration with the Provost's Office. On the ground leadership, comes from UR International as they support, guide and oversee the process.

Currently, Trent University does not have a dedicated position that focuses on the development and execution of international partnerships and agreements. Even though the responsibility resides in the VP Research office, neither the lack of strategy nor direction of this portfolio was apparent.

I got a sense that there is poor coordination between the stakeholders on the campus as policies, procedural manuals and approval processes have not been developed to systematize the operation and to support international outreach as whole. The lack of systems has created a lack of formal institutional memory.

In addition, there are no supports in place for faculties or its members for the organization, execution and facilitation of international visits to the campus or international missions abroad to represent the University.

Faculty members are the best instruments for the creation of international relations that can advance into main sources of students, research and program development. However, it is necessary to have a point of contact within the University structure that supports, facilitates, and keeps records so that institutional memory is preserved.

It is my experience that agreements are much more meaningful and fruitful when they are launched by a program or faculty, and make their way through the international operations with the support of the Provost and VP Academic.

When agreements and partnerships are developed this way, the chances of success are greater because it is the faculty members, and their corresponding programs, responsible for the development and execution of activities that are involved in the partnership. In order for this to happen, the Provost/VP Academic Office takes responsibility for the management and negotiation of these academic agreements through the Office of International Outreach.

Effective international outreach begins at home. An analysis of programs and research activities that are relevant to regions in the world must take place while building consensus from faculty members to gather their interests and understand their capacity. Based on a process like this, an international outreach strategy can be developed in which the

University establishes academic and research areas of interest, which correspond to global regions.

The size of Trent University is a huge advantage. A trained staff member could manage the international partnerships development under the “Trent Global” leader in close collaboration with VP Research and the President’s office.

Recommendations:

1. Reporting to the leadership of “Trent Global” create a position that is responsible for the international partnership and agreement management for the University. This position will act as a liaison between the potential partner abroad, and faculty members. This position will be the point of contact on campus to arrange all international visits and will also coordinate the visits to partner institutions abroad, government agencies, and research councils by the President, Vice Presidents, Deans and Director.
2. Create processes and procedures in which agreements are approved, reviewed and aligned with the priorities of academic programs and units across the University.
3. Create a governance framework for international agreements to be assessed and the liability factors considered.
4. Create an “Academic Champions Group” made of faculty members interested in international as a whole. This group can be advisory and a vehicle to establish further partnerships.
5. Foster and increase activity with current partners that have demonstrated to be a good fit for Trent University.

English as a Second Language

English as a Second Language Programs in Canadian universities and colleges are non-credit programs. These programs serve as the arm of universities that prepare international students and new Canadian permanent residents with English language skills training. They also serve as vital funnels to undergraduate and graduate degree programs.

These programs not only teach the English language to students, but they assist them with their transition and acclimatization to Canada and its higher education culture. ESL education in the life of an international student is a very strong determinant of success in their future studies and to their life in Canada.

The ESL program at Trent University has 90 students enrolled. The program consists in five levels. The first three are the fundamentals of the program and the last two are considered transition into the Trent University.

Some of the offerings of the program are short term summer camps and other customized short term sessions. It is pivotal to mention that in the last few years the program has experienced a decline in enrolment. In 2010 more than 200 students were enrolled as compared to the numbers today.

The program is part of Languages Canada and the staff member responsible for the program holds an appointment as the Vice president of Languages Canada.

ESL students at Trent have a great advantage as they are fully integrated with the rest of the international student community and the campus services offering.

Presently, the recruitment of ESL students is a shared responsibility between the International Recruitment and Admissions Office and the ESL administration. With the drop in enrolment I believe it is necessary to create an enrolment plan for ESL specifically.

This necessitates defining markets where the ESL program can be a direct vehicle to funnel new international undergraduate students into the University. It would be beneficial to also identify markets that are only driven by short term programs, communication programs, and summer camps.

In my experience, not all the markets that currently provide Canadian universities with undergraduate students are ESL markets and vice versa. China for example is a pathway market. In other words, students usually take ESL programs and move into degree programs upon completion. Overall more recruitment efforts should be dedicated to the ESL program to increase the international student body, at that level, and serve as a funnel into the credit programming.

At present, the ESL program is housed under the umbrella of the TIP Office. This is a model used in some Canadian universities. The vast majority of universities across the country

have their English Language Program housed in an academic unit which is usually in the Faculty of Extension or Centre of Continuing Education.

In my professional view that having the ESL program under the reporting structure of TIP excludes the program and its instructors from scholarly conversations, and participation in the academic life of the University. The participation of the ESL program with faculty is pivotal to the retention and success of international students through modeling and program design.

The ESL program should actively participate in the conversations and discussions around the creation of ongoing support services, transition programs and retention programs for international students and new Canadians at Trent University.

Recommendations:

1. Move the ESL program under an academic structure at Trent University
2. Create a comprehensive recruitment strategy for the ESL that complements the overall enrollment strategy for international students
3. Gain representation in the academic conversations at Trent University
4. Actively participate in the design of support programs for degree seeking international students

Resource Implications

The development of stronger internationalization efforts at Trent does not depend on major new expenditures in this area. Trent has a robust budget for internationalization. One might raise questions about the distribution of this budget, but it is a reasonable budget for the number of international students at the university. The university should be able to significantly expand its international enrolment, in a way that provides revenue to the university at the same time that it provides ample revenue for an expansion of the international office and international activities.

Conclusions

Trent University has a profound culture and tradition for international programs. The efforts that the University has put into internationalization have been sufficient to achieve the current success. However, in order to grow and enhance the current situation, a transformation of the existing operations is necessary to keep up with the changes and expectations of the new international arena.

A commitment campus wide for internationalization is necessary from the senior leadership to all stakeholders. This can take form as part of the strategic plan, or a senior task force, or an internationalization plan that brings all parties campus-wide.

A dynamic engaging leader is necessary in the international area. Consistent executive management that promotes accountability is pivotal to create an effective team with clear roles, responsibilities and tangible goals.

Processes, procedures and appropriate reporting structures must be reworked in order to open lines of communication outwards to potential students and partners, as well as internally to the campus community.

Training and professional development in the areas of international enrollment, international student services, international partnership development and intercultural communications are an important factor in moving this file forward.

Opening lines of communication between administrators, Deans, and faculty members will aid in the development of sound academic support programs that will resonate with the true needs of international students.