Developing a Strategic Plan for Staff International Engagement at Home and Abroad

Tuesday, November 15th

15:15-16:30

uniterra

A WUSC & CECI PROGRAM

WUSC✦EUMC

ceci
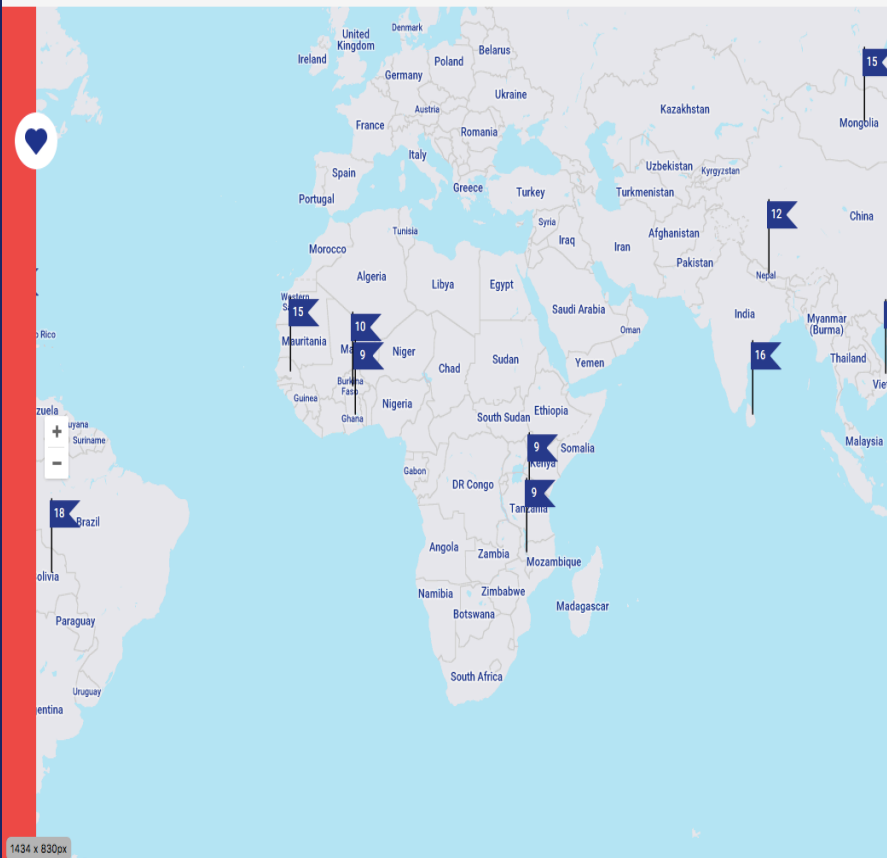
RW

REALIZEDWORTH®

Through skilled volunteers and collaborative partnerships, in Canada and overseas, we work to improve the economic conditions of youth and women in Africa, Asia and the Americas.

We believe that women and youth are a driving force for economic development and that Canadians have an important role in supporting them – both here and overseas

Where we work
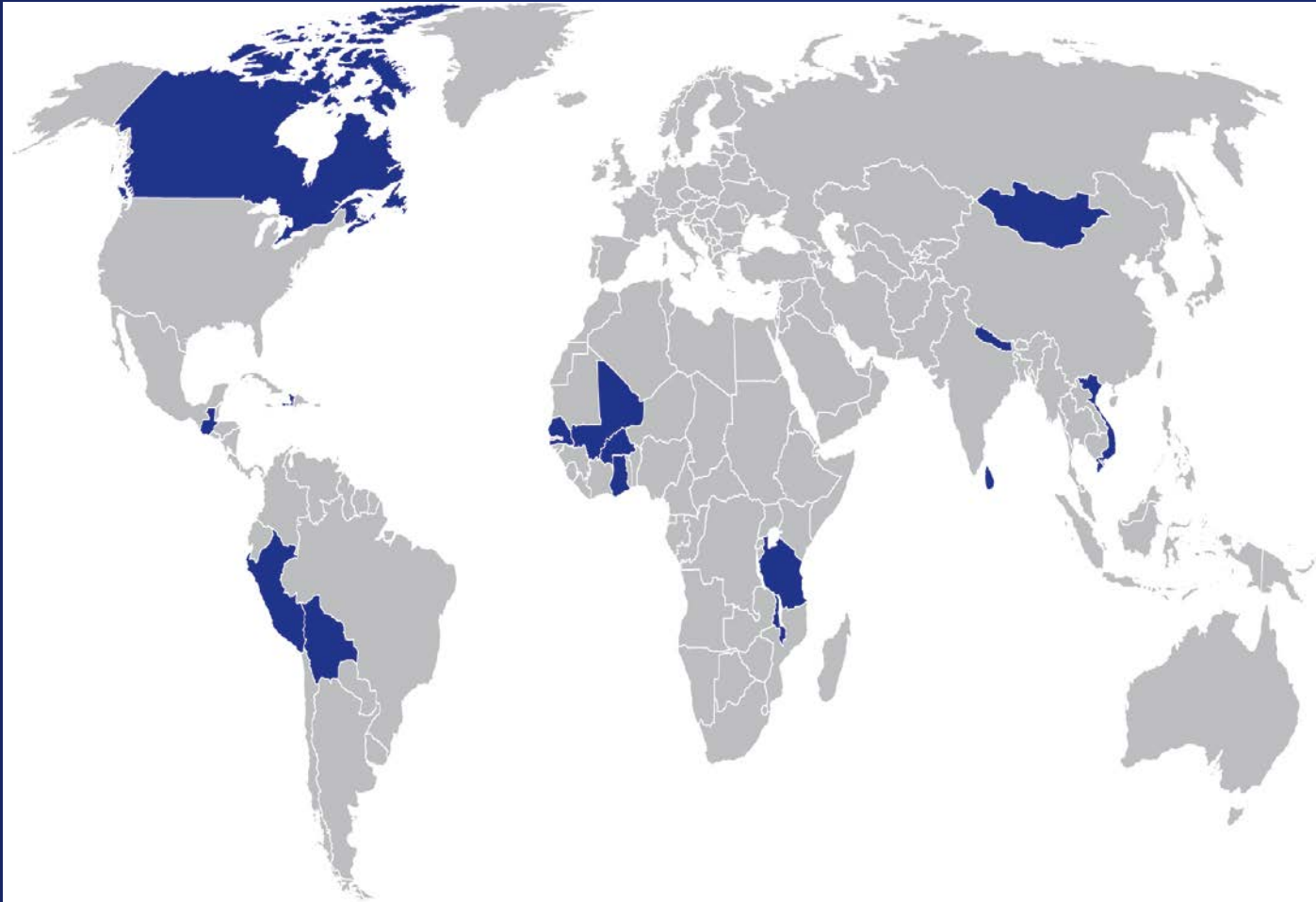
- **Canada**
- **Guatemala**
- **Peru**
- **Bolivia**
- **Haiti**
- **Mali**
- **Senegal**
- **Burkina Faso**
- **Malawi**
- **Tanzania**
- **Ghana**
- **Nepal**
- **Vietnam**
- **Sri Lanka**
- **Mongolia**

Leave For Change:

Better benefits-to-costs over leadership courses

Research shows overseas placements have a better benefits-to-costs ratio and develop more skills through hands on scenarios than many leadership development courses. (George Washington University, 2012)

Uniterra makes it easy:

- **Turn-key support** before, during, after placement
- **High employer trust** in program
- **97% satisfaction rate** among participants

Trusted. Proven. Reliable.

abbvie

MD Financial Management
CMA Companies

R&D

Western
UNIVERSITY · CANADA

Deloitte.

DENTONS

Guelph

THOMPSON RIVERS UNIVERSITY

UNIVERSITY of GUELPH

CHANGING LIVES
IMPROVING LIFE

HUMBER

transat

nscc

pharma
science

Universities
Canada.
Universités
Canada.
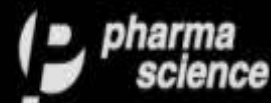
AND MANY OTHERS

The Design Process

Set the Program Parameters

Define Program Parameters

1.Determine the institution's cultural norms and non-negotiables

2. Identify objectives and parameters of the volunteering and giving program

- What kind of program will work well for this institution?

- Who is the program for?

- What are the potential impacts of the program?

- How can we structure the program for sustained growth?

HOW? Build a Sandbox

1. Ask two questions:

- What's working?

- What's not working?

2. Use four sheets of paper to write down the answers
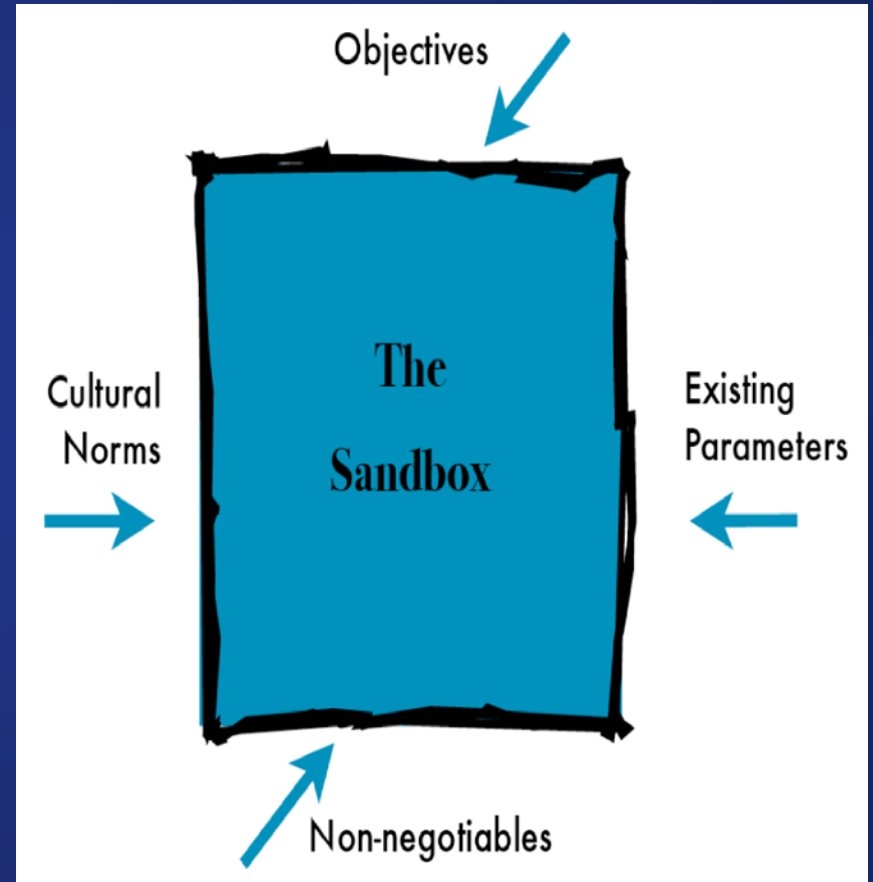
HOW? Determine Motivation

1. What will motivate employees to participate?

2. Have everyone answer six questions:

- What does she think and feel?
- What does she say and do?
- What does she hear
- What does she see?
- What are her pain points?
- What does she consider gain?
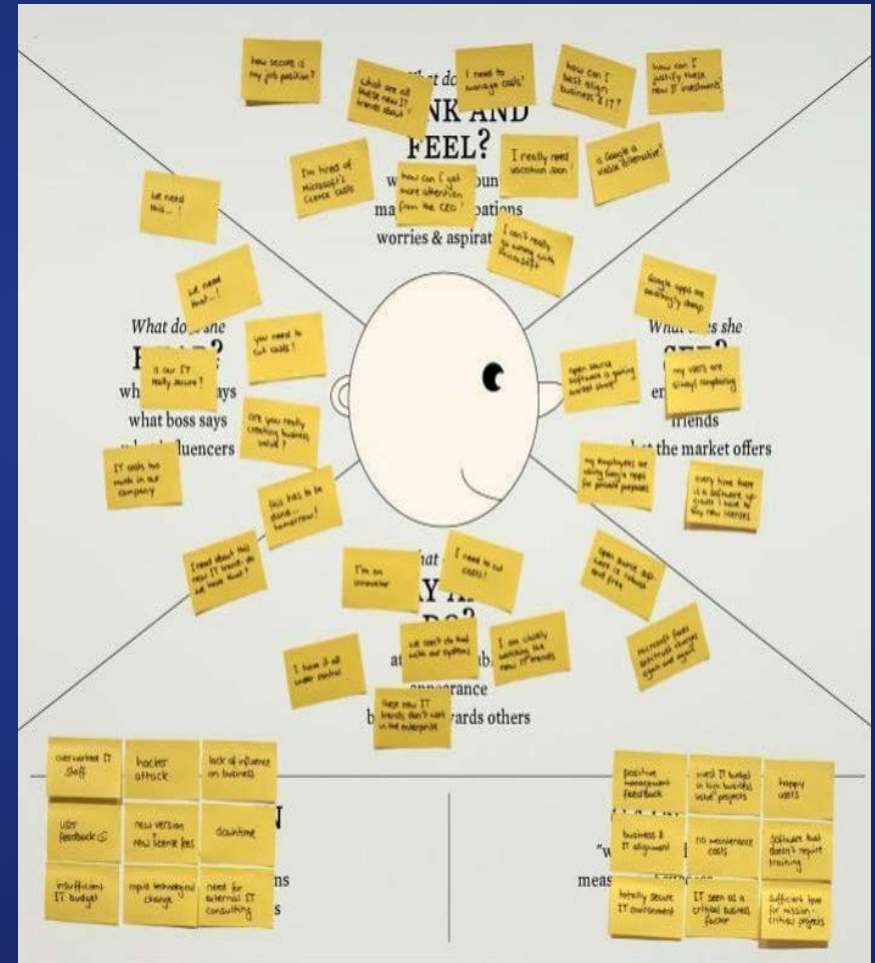
EXAMPLE RESULT:
Key Motivational Elements

- Work/Life Integration

- Financial Security

- Simplicity & Predictability

- Social Connection & Sense of Purpose

- Corporate Advancement

EXAMPLE RESULT: Strategy Document

Six Success Factors

1. Alignment

2. Strategic Intent

3. Support Systems

4. Culture of Engagement

5. Strategic Partnerships

6. Actionable Evaluations

SIX SUCCESS FACTORS
A MULTI-STAKEHOLDER APPROACH TO CORPORATE VOLUNTEERING
FOCUS: HEALTHY COMMUNITIES
Evidence-Based Decisions
Core Business Interests
ACTIONABLE EVALUATIONS
ALIGNMENT
Regional Partnership Capacity
STRATEGIC PARTNERSHIPS
STRATEGIC INTENT
Sustainable Competitive Advantage
CULTURE OF ENGAGEMENT
SUPPORT SYSTEMS
Global Participation
Global Governance Framework

Models of International Corporate Volunteering

Considerations for Program Design

Why do employees and employers seek international opportunities

Employee	Employer
• Personal and professional growth	• Employee attraction, retention, engagement, development
• International experience	• Business benefits
• Giving back	• Demonstrate global leadership and enact global citizenship

Trends in international development

Direct

NGO → Beneficiaries (e.g. farmers)

Indirect

NGO → Local NGO → Beneficiaries (e.g. farmers)

Indirect:

NGO → Government / Companies / Local NGOs / Service providers → Beneficiaries (e.g. farmers)

Spectrum of activities

| Activity based volunteering — Community	Skills based volunteering — Direct intervention	Skills based volunteering — Indirect intervention
Personal employee growth	Personal and professional employee growth	Personal and professional employee growth
Facilitates team activities; wider employee base	Allows for individual or group activities	Allows for individual or group activities
Output driven; lacks sustainability	Medium-term outcomes; medium scale	Longer-term, sustainable, system or organizational impacts; increased scale

The Journey

Volunteering takes us on a journey. There are three stages in the journey of the volunteer. At each stage your volunteers will need something different. This is a simple guide to help recognize each stage the volunteer may be at and what they will need.

Employees will fit into one of three categories of "The Journey of the Volunteer".

http://www.realizedworth.com/2012/05/3-stages-of-volunteer-what-they-need.html - The 3 Stages of the Volunteer: What they need from you & how to recognize them
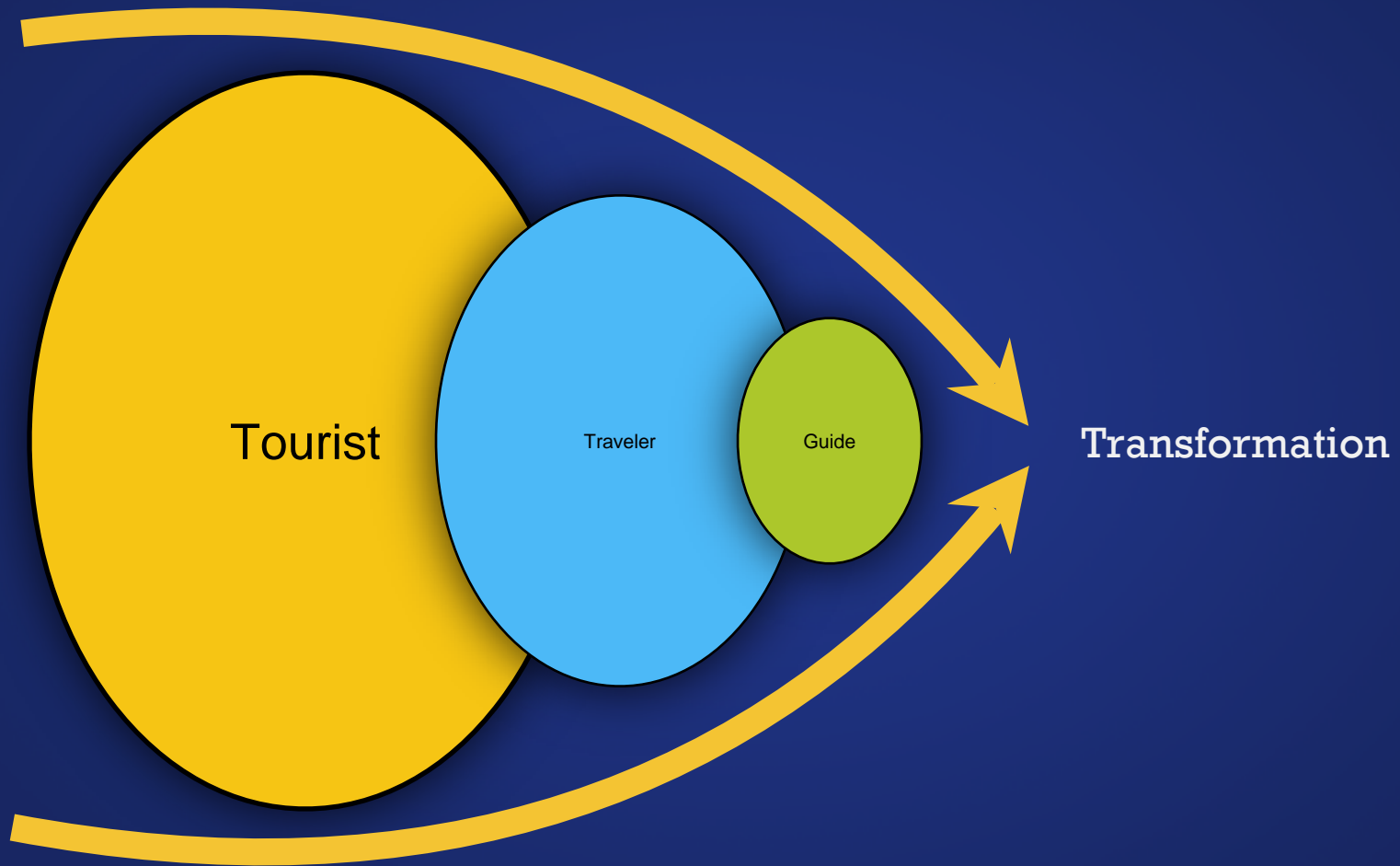
The Four Areas of Measurement

Results of the Program

Capacity of the local partner

Impact on the individuals we support

Impact on communities
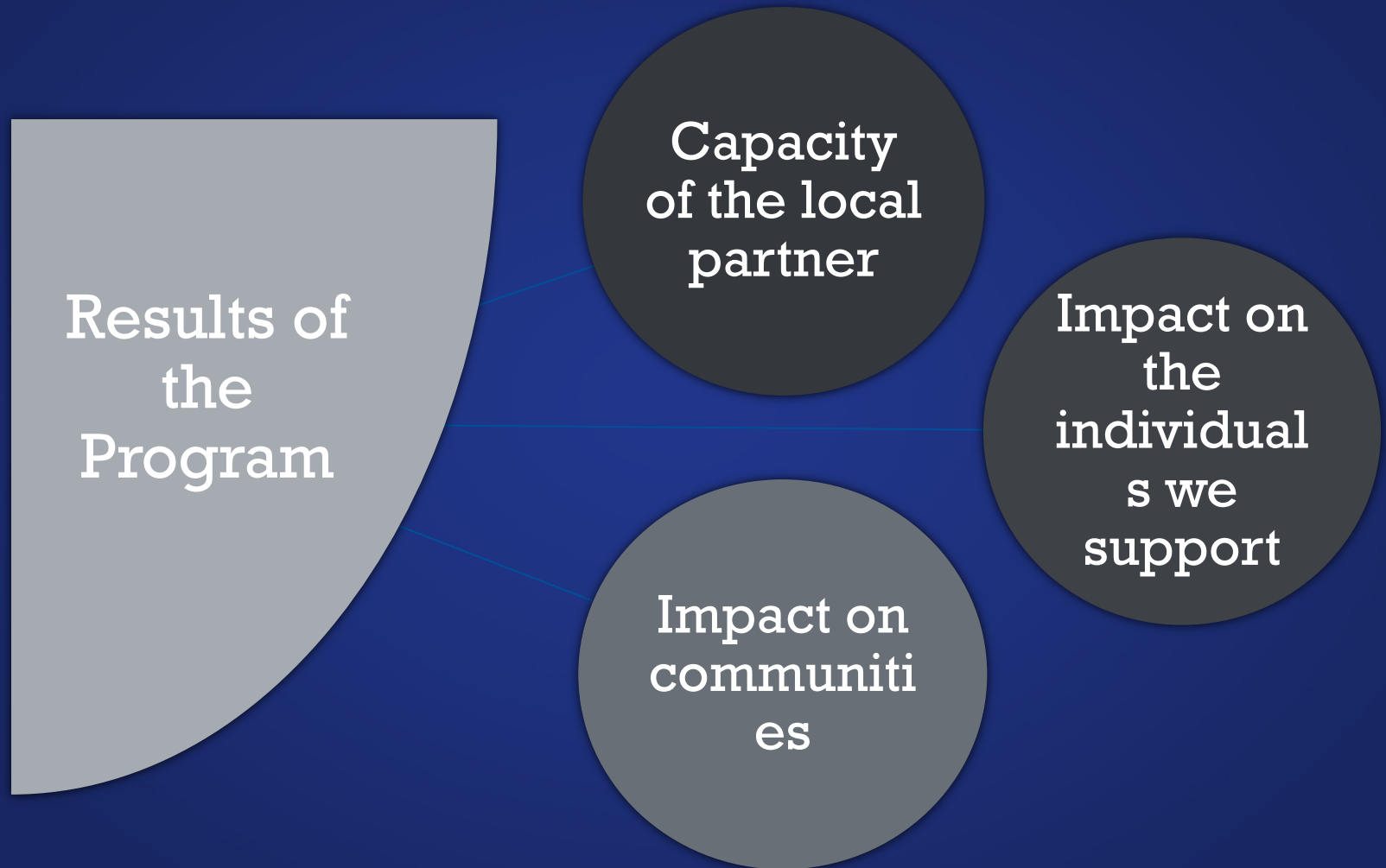
IMPACT 2030

What is the Internet?

It is a *network of networks* ("internet" is short for "internetworking") that consists of millions of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies.

Simon Fraser University:
Staff Internationalization Fund

Simon Fraser University

UG Students:	25,591 (2015/16)
Graduate Students	5357 (2015/16)
International Students:	5,710 (19%) (Fall 2015)
Alumni:	130, 000+ living in 135+ countries (2014)
International Partners:	210 in 60+ countries (2014)
Academic Staff:	965 (2015/16)
Admin Staff:	**1785 (470 Acad Dept/1315 Admin Areas)**

SFU International

- Central international relations unit
- Under VPR but works across all portfolios
- International Engagement Strategy
- Administers Staff Internationalization Fund and International Engagement Fund

"Engaging the World"

SFU's Vision

"To be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement."

Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of (postsecondary) education. (Knight, Jane., Updating the Definition of Internationalization, International Higher Education, Issue 33, Fall 2003. Boston)

*The intentional process of 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 staff, and to make a meaningful contribution to society.** (De Wit, H. (2015) INQAAHE conference, Chicago, U.S.)*

Why engage staff in internationalization?

- Staff are critical agents in advancing internationalization efforts

- Unique and important expertise

- Advances internationalization at home efforts

- Importance of the place of practice plays to advance international and internationalization efforts

Background

- Launched in 2003 as the Staff Mobility Fund
  - Other programs available to support faculty and student mobility (ex. Euro-Canada program, NA Trilateral funding) but nothing for staff
- *Case for Action:* "An administrative environment that promotes student and staff engagement in international activities requires that staff have hands-on experience and exposure best gained through working at an institution outside of Canada."
- *Strategy:* "The Staff Mobility Initiative (SMI) has been developed to support international **professional development** opportunities for SFU staff.

Background

- *Goals:*
  - "The SMI supports the ongoing internationalization of the university through **improvements and innovations in service, practice and programming**."
  - "Funding has been identified to finance proposals that will impact the quality and level of service for international **students** on our campus, as well as for the increasingly diverse and mobile domestic **student** population."

- *Criteria:*
  - Integrated into the staff members work plan (not as holiday time)
  - Support from supervisor
  - Short term (max 3-weeks long)

Background

- Terms of reference revised in 2014 to align with the International Engagement Strategy.
  - Valuing and pivoting from staff's existing capacities
  - Broadened scope of impact
  - Alignment with institutional priorities
  - Refining of evaluative criteria to demonstrate institutional and unit benefit and rationalize destinations in line with IES

Revised Goals

- Support ongoing international engagement of the university community by providing funds for staff projects aimed at deepening SFU's international partnerships and growing SFU's international activities.

- Support initiatives related to the goals and objectives, and regions of priority, articulated in the International Engagement Strategy.

Revised Criteria

- Alignment with strategy and priority regions
- Evidence of sustainability of initiative
- Potential for impact to the internationalization aims of unit/university

Activity

- 27 projects funded since 2003
- Units funded across the institution: Student Services, Student Enrollment, Athletics and Recreation, Faculties, Academic Units, Teaching and Learning

Activity: Some examples

- "Best practices in engaging international alumni in an effort to inspire international alumni to give their time, treasure and talents to SFU." (UK, Spain and France)

- "Examining cross-cultural considerations in the application of policy and support with respect to issues of student misconduct and academic integrity." (China)

- "Best practices in support of students in blended and online courses particularly in the area of online assessment" (Australia)

Evaluating Impact

- Report back following activity and again 6 months out

- Criteria include:
    - Project outcomes (anticipated and unanticipated)
    - Professional development gains
    - Recommendations and actionable tactics (and evaluation of these tactics after 6 months)
   - Impact to internationalization of unit

International Engagement Fund

- support robust, globally-focused initiatives intended to advance SFU's internationalization goals, and contribute meaningfully and sustainably to SFU's international engagement and in alignment with SFU's Vision

- seed money to initiate and support international collaborative programming and research, particularly work focused in SFU's identified global regions of priority

- open to continuing staff only (academic and administrative)

- primarily has served as seed funding for international research collaborations

What's next?

- Refine criteria to focus on initiatives that have high impact potential
- Continue to refine evaluation and impact assessment
- Consider whether to shift to project-based rather than individually-based funding to allow for group and unit submission

Western University Stats

Undergraduate Students: 23,500

Graduate Students: 5,364

International Students: Approx. 2,500

Alumni: 301,532

International Partners: 137 International Institutions in 39 countries (Exchange)

Full-Time Faculty: 1,414

Admin Staff: 2,449

Western International – International Action Plan 2014-19

Figure 1: Components of an International Plan

International Action Plan 2014-19

- Objective 2. Provide more opportunities for faculty, staff, and students to enhance their international and cross-cultural learning at home and abroad.

  - **Actions, Faculty and Staff**:

  - Develop strategic international partnerships to facilitate international exchanges for faculty and staff.

  - Develop staff exchange/job shadowing program.

  http://international.uwo.ca/staff/international_strategy.html

Staff International Engagement (SIE)

- Create and implement initiatives that will increase engagement, participation and commitment of staff in Western's international mission

- Created in 2014-15

- Committee of professionals from across campus interested in Western's International Action Plan

SIE Volunteers to Date

- **37** staff members
  - 19 - VP Academic
  - 6 - Resources and Operations
  - 2 - VP Research
  - 9 - VP External
  - 1 - Other (Office of Ombudsperson)

Opportunities Through SIE

- Leave for Change (L4C)

- Western Staff International Exchange Program (WSIEP)

- Ambassadors Program

L4C

- A Global Service Experience initiative supported through Uniterra, a leading Canadian international volunteer cooperation program
- Supports inclusive economic development for women and youth
- 6 Staff Participants

WSIEP

- Innovative professional-development program for regular full-time staff at Western (main campus)

- One to three-week job-shadowing experience at one of Western's International Partner Institutions

- Opportunity to share professional skillset in a related or similar role/position

- 13 Participants

L4C vs. WSIEP

L4C	WSIEP
Uniterra (WUSC & CECI)	Western created and run
Participants chosen by external agency	Participants chosen by Western Committee
3 - 4 week Volunteer assignment in developing country	1-3 week Job shadow at host institution
Build Partner's capacity in a specific ongoing project	Share and develop professional skill set
Costs of participation covered by Western and L4C	Experience related costs of up to 5K reimbursed by Western

Working Group on Staff International Engagement

Ambassador Program

- Spreads the word about SIE mandate and organizes special events (i.e. Experience Vietnam lunch, booths at Staff Conference, and lunch during International Week)

- 2 SIE Committee Members

- 7 Ambassadors

Where we've been … so far

Benefits of Staff International Engagement

- Increase staff engagement in Western's international mission

- Develop and share skills through an intercultural experience

- Expand professional knowledge by visiting international partner institutions

- Share new knowledge with others in Western's campus community

Challenges/
Opportunities