



# FROM INTERNATIONAL TO INTERCULTURAL

Engaging students from diverse backgrounds  
in a Canadian context

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# THE CURRENT DISCOURSE



**Justin Trudeau** ✓

@JustinTrudeau

Following

To those fleeing persecution, terror & war, Canadians will welcome you, regardless of your faith. Diversity is our strength **#WelcomeToCanada**

RETWEETS

**165,284**

LIKES

**256,250**



12:20 PM - 28 Jan 2017



**Justin Trudeau** ✓  
@JustinTrudeau

Following

**#WelcomeToCanada**



RETWEETS

**43,515**

LIKES

**88,294**



8:34 PM - 28 Jan 2017

1.8K

44K

88K

# Foreign students choose University of Alberta as 'Trump Factor' and recruitment take effect

International students now comprise 15 per cent of U of A's undergraduate student population

By Natasha Riebe, CBC News | Posted: Sep 06, 2017 7:00 AM MT | Last Updated: Sep 06, 2017 7:00 AM MT



Canadian cities are viewed as being safe and having a positive reputation for multicultural policies. (John Ulan/University of Alberta)

1466 shares

International student enrolment at the University of Alberta is on the rise again and administrators attribute the trend to a years-long recruitment

# RECRUITMENT TO RETENTION



Illustration by Rami Niemi.

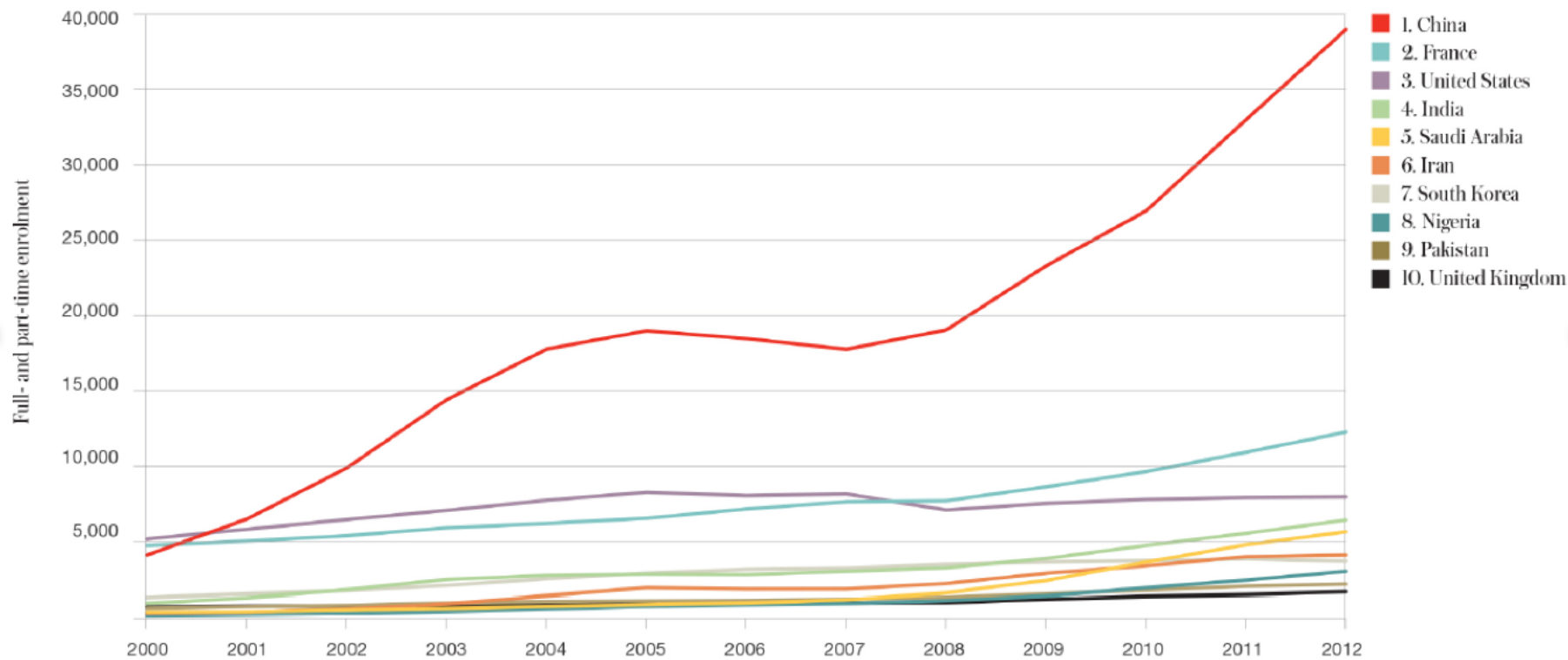
Current policy development and university lobbying is being focused on key research questions (Universities Canada, 2014):

- Q: How well are campus support services keeping up with the major boost in international student enrolments?
- Q: How well are universities retaining international students throughout their degree programs?
- Q: What factors influence students' decisions to remain in Canada for work or to pursue permanent residency?
- Q: Which students currently benefit from international experience opportunities and what can be done to broaden the profile of students who go abroad?

# GROWTH IN INTERNATIONAL STUDENTS: 2006-2016

FIGURE 11

Top countries of origin of international students at Canadian universities



2006: 169,849  
2016: 414,285

Immigration, Refugees and Citizenship Canada

**Highlights from the 2006 and 2014 internationalization surveys**

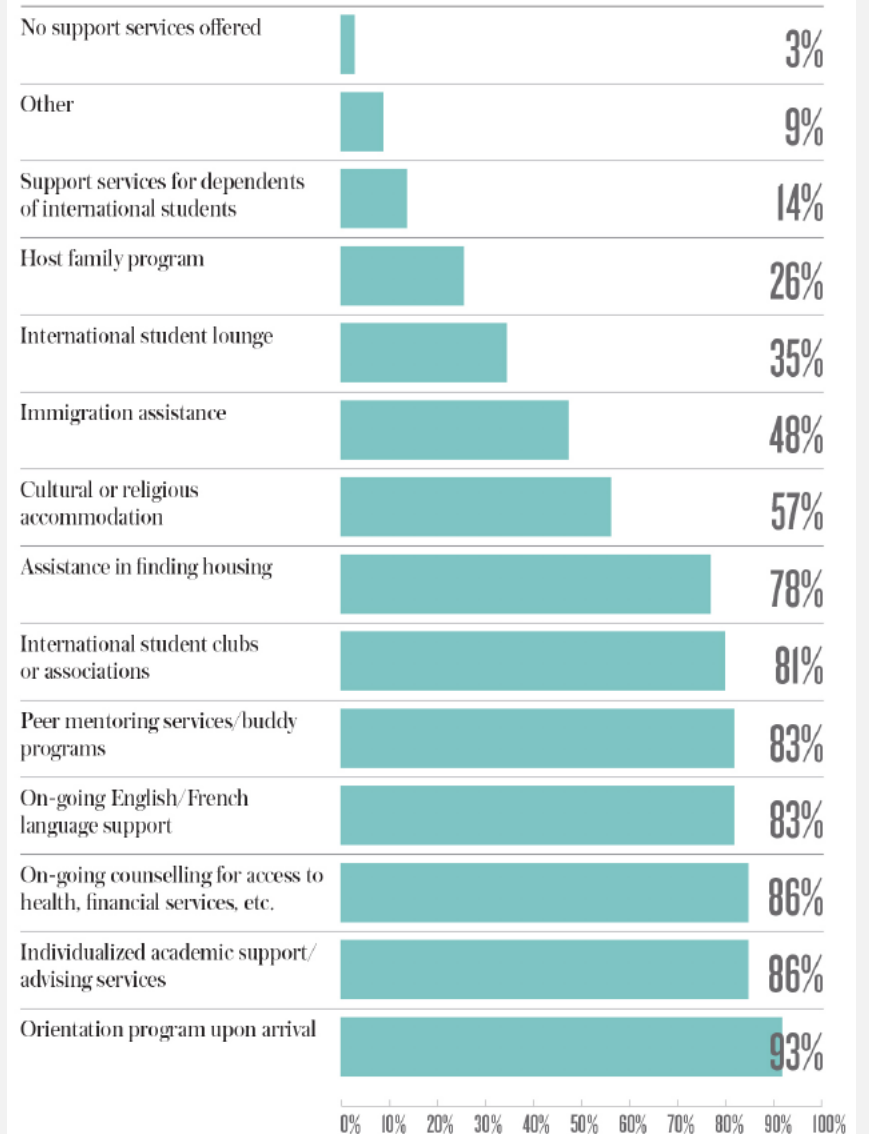
	2006	2014
 <p>Internationalization and/or global engagement is among the top five priorities of the strategic plan or long-term planning documents</p>	77%	82%
 <p>Full-time undergraduate students participating in for-credit international experience</p>	2.2%	2.6%*
 <p>Universities offering an international orientation program upon arrival</p>	89%	93%
 <p>Institutions currently engaging in initiatives to internationalize the curriculum</p>	41%	72%
 <p>Institutions conducting assessment of the impact and/or progress of internationalization efforts</p>	27%	44%

\*3.1% of full-time undergraduate students participated in credit or not-for-credit study abroad experiences (or approximately 25,000 students)

## SUPPORT SERVICES FOR INTERNATIONAL STUDENTS

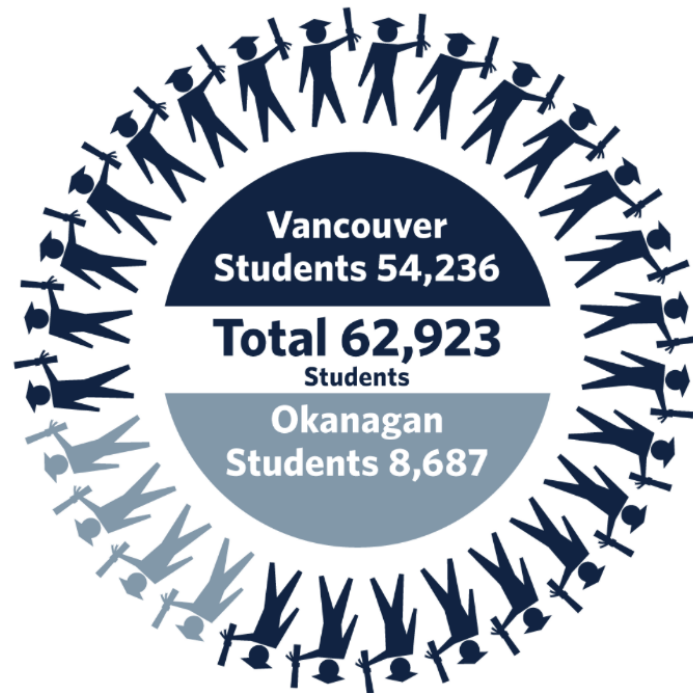
**FIGURE 12**

### Support services provided to international students on Canadian campuses



# UNIVERSITY OF BRITISH COLUMBIA

## UBC at a Glance 2016/17



- **62,923** total students
- **54,236** Vancouver students
- **8,687** Okanagan students
- **14,434** international students from 162 countries
- **12,800** degrees granted in 2016
- **\$12.5 billion** in economic impact
- **199** companies spun off from UBC research
- **1,326** research projects with industry partners
- **1,172** research contracts and agreements with government and non-profits



# WUSC: STUDENT REFUGEE PROGRAM

UBC WUSC Local Committee – Seeking Refuge Liu Institute Video Series



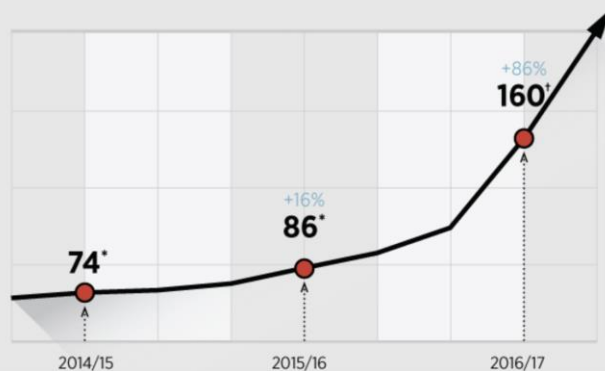
## World University Services Canada

- Student Refugee Program (SRP) was founded in 1978
- Provides scholarships and supplies but also durable solutions for refugees to rebuild their lives after humanitarian crises (8 students per year at UBC)
- The SRP is the only program of its kind to combine resettlement with access to higher education

# GLOBAL REFUGEE CRISIS: 2015

## YOU DOUBLED

your support of student refugees through the SRP!



In the fall of 2015, we witnessed an unprecedented outpouring of support for the Student Refugee Program. 86 university, college, and CEGEP campuses from across the country came together to increase their support to refugee youth, demonstrating true Canadian leadership in the face of the global refugee crisis.

# 853

Local Committee Members

- In response to the Global Refugee Crisis, the number of students sponsored through SRP doubled
- University-wide support for this cohort and intercultural initiatives

Dynamic Development, WUSC Annual Report (2015/2016)

**Since the SRP began, we have resettled over 1,600 refugee youth from 37 countries of origin.**

*“WUSC gave me a great opportunity that I will always be thankful for. Resettlement wasn't easy and it still isn't, but the whole experience enabled me to discover myself and become a stronger person.” - Sara Kuwatly, student, University of Guelph*

# MASTERCARD FOUNDATION SCHOLARS PROGRAM



- Scholarships to support the next generation of African leaders.
- After graduating, the scholars will then utilize their learning and experiences to contribute to the economic growth and social transformation of their communities in Africa.
- University of British Columbia became a partner of this program in 2013, supporting 71 students
- Non-Profit Partnership
- Resourcing: Wellness Program and Employability Advising
- Enhancing intercultural learning on campus for staff and students

## DEVELOPMENTAL ADVISING

In **2015**, International Student Advisors in Canada were legislated to become Regulated Citizenship and Immigration Consultants (RCICs) or Regulated International Student Immigration Advisors (RISIAs). These professionals are tasked with:

- providing dedicated advising to international students on a range of issues
- often contribute to intercultural training and program development on campus
- Global Lounge acts as a physical space to engage with international students and intercultural clubs to come together in addressing global issues (ex. Haiti Earthquake in 2010, Syrian Refugee Crisis)

# UBC JUMP START: ORIENTATION

Get a glimpse of the Jump Start experience at UBC's Vancouver campus



- an 11-day orientation program with residential component for new undergraduate students
- piloted in 2010 for 150 Students international students
- upon evaluation of retention data, now expanded to all commencing international and Indigenous students, more than tripling in size
- 11 Day Orientation Program with Residential Component
- No participation Fee
- Composed of Faculty Fellows and Student Leadership Team, who provide mentorship
- Followed by Full-year Transition program
- lessons learned: some faculties are piloting for ALL first year students

# INDIGENOUS AND INTERCULTURAL

What I Learned In Class Today:  
Aboriginal Issues in the Classroom

00:00 20:41 KALURA



WHAT I LEARNED IN CLASS TODAY:  
Aboriginal Issues in the Classroom



FIRST NATIONS  
& INDIGENOUS STUDIES  
THE UNIVERSITY OF BRITISH COLUMBIA

A foundation for intercultural development on-campus:

- unlearning and learning in a post-colonial education system
- anti-racism education and dialogue
- impactful to domestic and international students
- many students from minority backgrounds connected with elements of this training

“The most important part of making intercultural understanding a strategic priority is that it doesn’t focus solely on integrating international students, but rather recognizes and celebrates diversity both domestic and international,”

*Interculturalising the Curriculum, Dr. Kyra Garson  
-Thompson Rivers University*

# LEARNING ABROAD

A key component of Canadian  
Internationalisation Strategy

# LEARNING ABROAD AND INTERCULTURAL DEVELOPMENT

Canadian campuses require an intercultural framework that celebrates diversity. When described in institutional strategy, learning abroad is often well linked to civic engagement and the skills required by students to build a respectful student community.

*Learning abroad is positively associated with gains in the ability to understand moral and ethical issues, communication skills and overall satisfaction with their educational experience  
(Luo & Jamieson-Drake, 2014)*



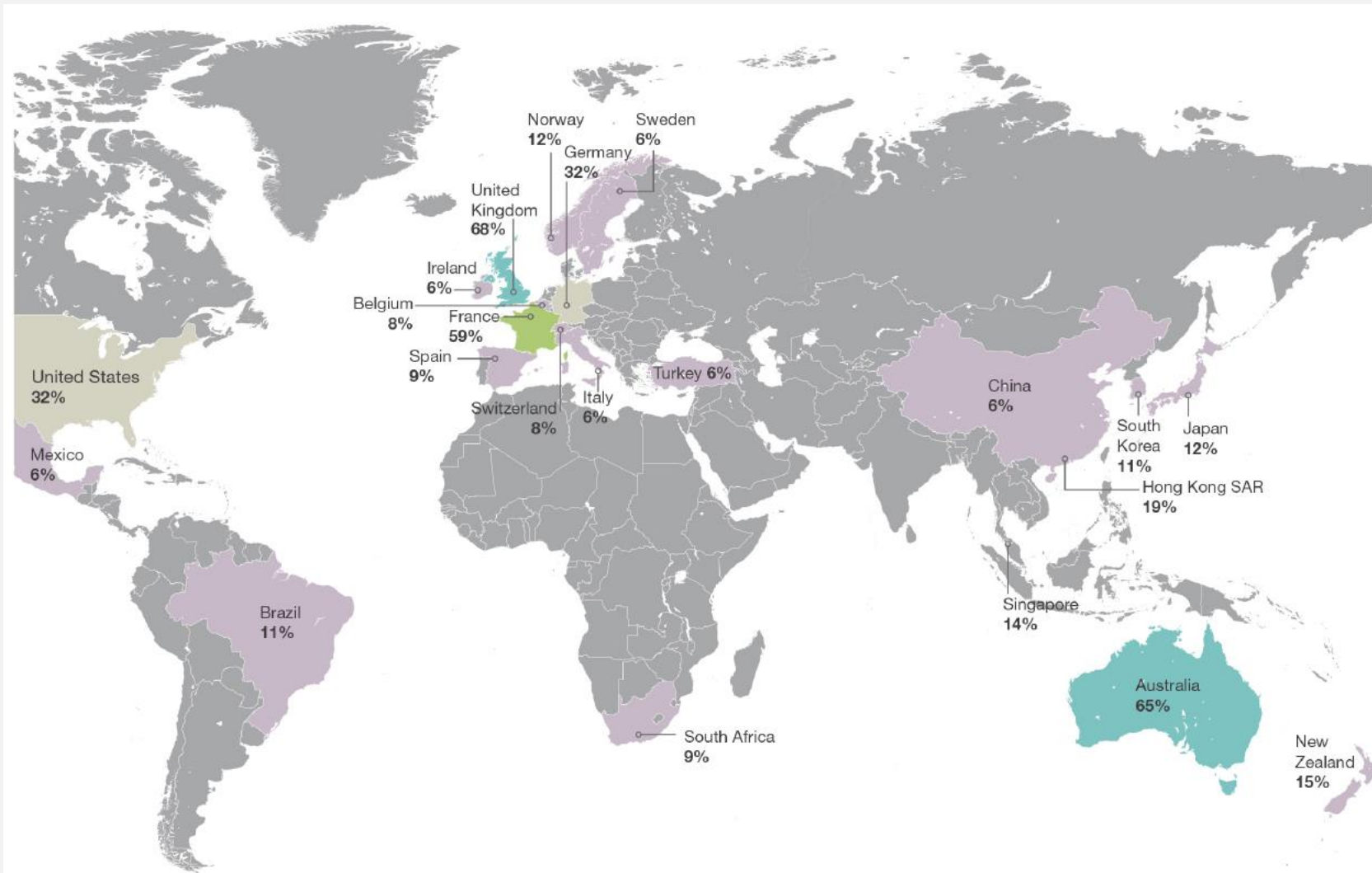
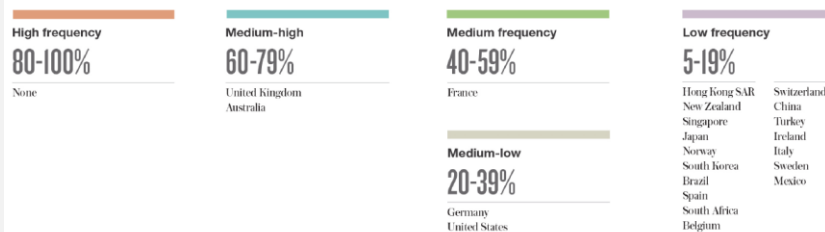


FIGURE 9  
Countries/regions identified by institutions as of high interest to students



### Countries/regions identified by Canadian institutions as of high interest to students

## Low Outbound Rates for Learning Abroad: **3.1% of full-time undergrads**

- Disconnect between outbound student demand and focused internationalisation activities of Canadian universities

Ex: China is overwhelmingly the top focus of university internationalisation activities however students prefer destinations in traditional, Western or English-Speaking nations.

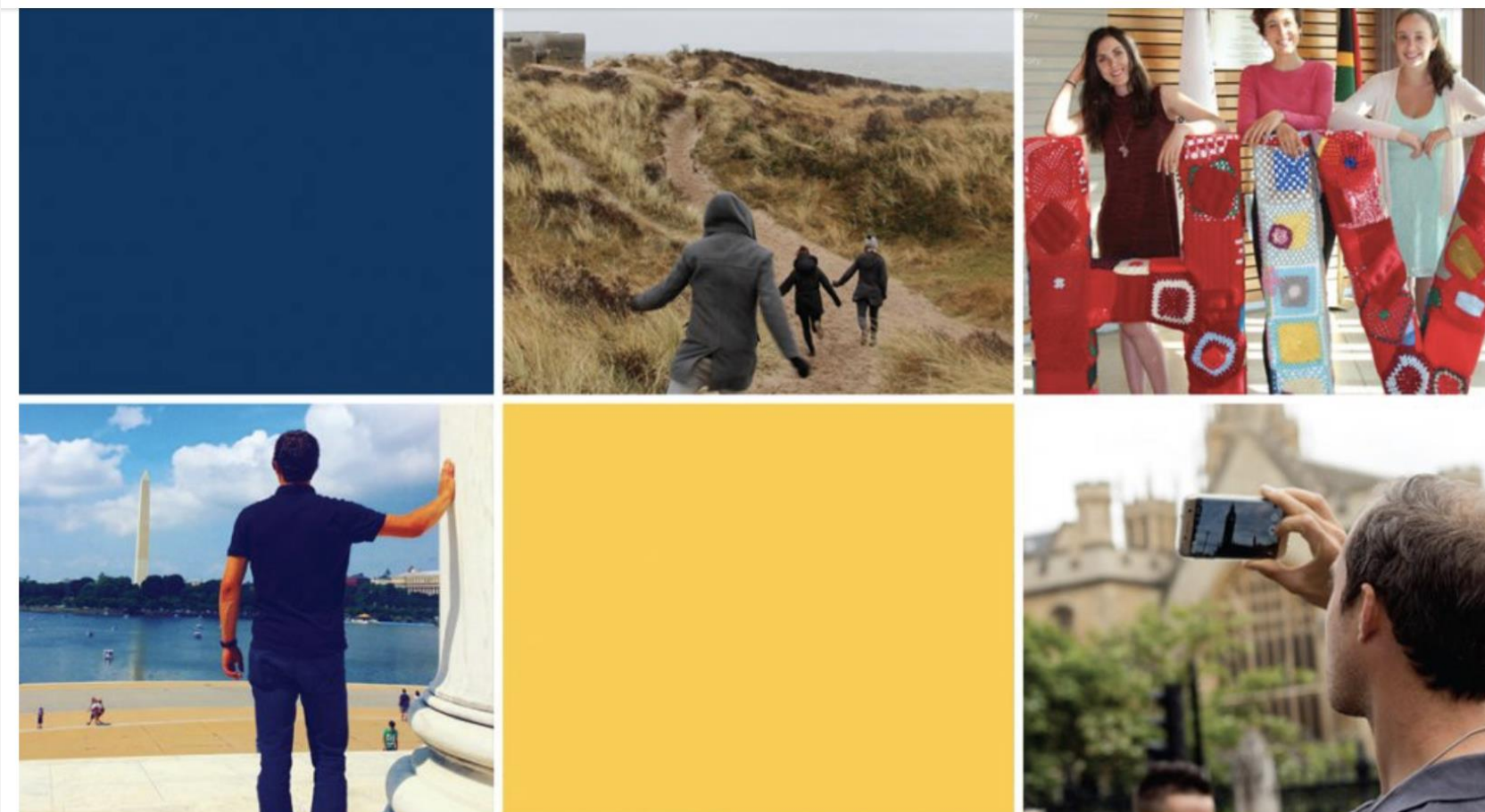
# INTERNATIONALISATION & LEARNING ABROAD STRATEGIES

## Trends in campus internationalization

A recent article on trends in campus internationalization by international education scholars Laura Rumbley and Philip Altbach outlines three developments to watch:

- A focus on outward mobility programming taking a comprehensive approach to student learning and development, ensuring that students are well prepared before going abroad, well supported while abroad, and able to make the most of their learning once back on campus;
- An increasing interest among institutions in extracting maximum intellectual and cultural benefits from the presence of international students and scholars on campus;
- A trend toward seeing on-campus internationalization as a means of delivering benefits to non-travelling students, given “the growing understanding that international mobility will likely never be something in which all students participate.”<sup>16</sup>

- Current trends in internationalisation at Canadian universities strongly position learning abroad along with an asset-based model of engaging with international students
- More data is required to understand the impacts of the main learning abroad barriers for Canadian students
- More research is needed to understand which students currently benefit from such opportunities and what can be done to broaden the profile of students who go abroad.
- Resourcing and Funding
- Any national strategy requires consultation with the 13 provinces and territories



## Canadian Bureau for International Education (CBIE) launches Learning Beyond Borders: A National Conversation on Learning Abroad

NOVEMBER 14, 2016 | CBIE-BCEI | PRESS RELEASE |

*Ottawa, November 14, 2016:* Today, at the opening of CBIE's 50<sup>th</sup> Annual Conference, His Excellency the Right Honourable David Johnston, Governor General of Canada, spoke to the

Governor General applauds the initiative in his opening remarks at CBIE's 50<sup>th</sup> anniversary Annual Conference

Canadian Bureau of International Education (CBIE), 2016

# Learning Beyond Borders: The national campaign to inspire #LearningAbroad



## #LearningAbroad Stories Learning to Be Local in Regensburg, Germany: The Places You'll Go

Matthew Wollin, a KPU Study Abroad Alumni and Entrepreneurial Leadership student shares his experience as an exchange student at Regensburg University of Applied Sciences during the spring 2015 semester. Don't be chained to home; explore Regensburg, Germany!

[WATCH THE VIDEO](#)

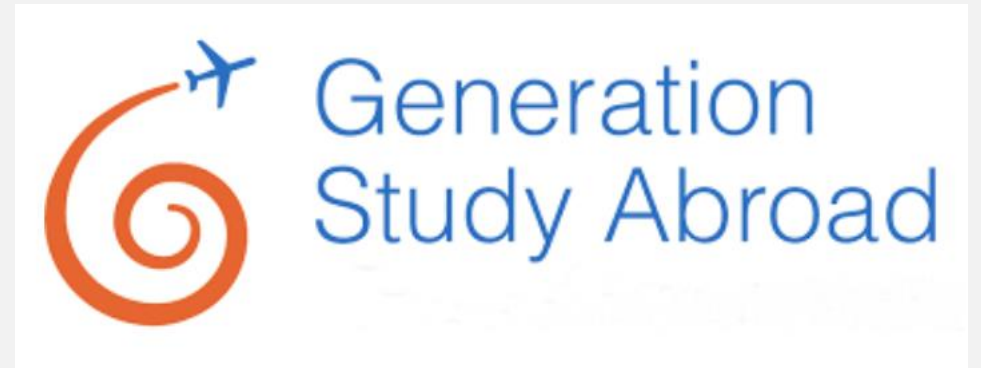


CBIE and institutions convene at  
#CBIE2017 to share lessons  
learned and outcomes

**INTERNATIONALISATION AT HOME  
AND BEST PRACTICE FROM ABROAD**

IT DOESN'T HAPPEN OVERNIGHT



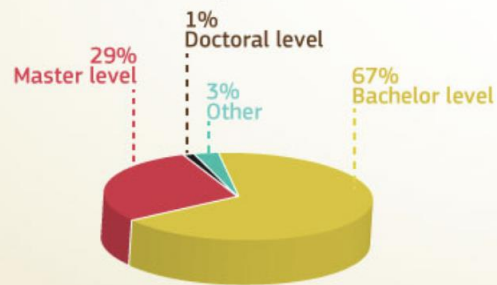


# DATA IS ESSENTIAL

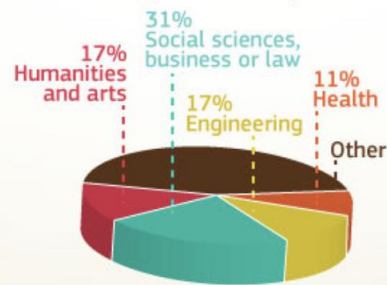
## Typical Erasmus student 2013-2014



### Study levels



### Degree subjects



Age

**23**  
years old

Time abroad

**6**  
months

Average grant  
per month

**274**  
€

Equipped with  
skills that boost  
employability





## ACCESS



**MONASH**  
University

Individual institutions can also secure data and produce research to address issues of access to Learning Abroad

In 2017, Monash commissioned a report on Equity in Learning Abroad, with focus groups made up of:

- Mature aged students
- LGBTQI+ Students
- First in Family students
- Parents and Carers

Generalised Recommendations:

*Developmental Advising; Clear Information; diversity of options; community-based advising*