**NOTES FROM WESTERN DEANS CONFERENCE**

**World Café on Internationalization**

**Internationalization of the Campus**

**Questions:**

1. **What barriers limit the integration of international perspectives into campus culture?**
2. **What strategies does your institution employ to promote multi-culturalism on campus?**
3. **Assuming international experience is important for domestic students as well, how do we make those experiences more accessible to less-privileged domestic students? What should these experiences *be*? How do we make these experiences “ethical-in-place”?**
* Barriers limiting integration:
	+ Clustering of students based on nation/region of origin
	+ Commuter campuses and safe space
	+ HR policies prohibiting foreign hires
	+ Tension between some aspects of Indigenization and internationalization – are int’l students’ settlers? Do they bear responsibility? What’s their understanding? Are they observers or participants?
	+ Cost difference between int’l and domestic
* Promoting multi-culturalism
	+ Scholarships to support students going abroad
	+ Spaces of learning, e.g., writing centre
	+ Student unions
	+ Pedagogical practices
	+ Diversifying country of origin of int’l student
	+ Research Assistantships and teaching assistant positions
	+ Cohort-based programs – build friendships
* Barriers for Integration
	+ Cultural silos
	+ Lack of night life on campus
	+ 40-hour work allowance keep students off campus
	+ International recruiters sell a different vision to students than what is reality
* Strategies for multiculturalism campus
	+ Move away from trad notion of multicult to a wider vision of diversity of cultures
	+ Cultural competencies, safety (incl. spaces)
	+ Spaces for prayer etc.
	+ Cultural sensitivity in operations (e.g., safe walk programs)
* International experiences for domestic students
	+ “International Days” celebrating everyone
* Too many students from one country
* Need to ensure all cultures are heard
	+ Own clubs, events, open to all
* Successful Int’l students will attract more students from their country
* Successful Int’l students also demonstration to domestic students
* How to avoid dominantvoices from one culture – need to have balance and respect for other cultures
* Need standards and training for new students
* Barrier – lack of understanding of Cdn educational culture
* Not a lot of mixing between international and domestic students
* Diverse Grad students provided T/A training
* Orientation Day
	+ Welcome to University
	+ Available services (writing, math, etc.)
* Remedial training opportunities
	+ But not compulsory, many students don’t go
* Students often get VISAS late, which makes planning difficult
* Campus multiculturalism
	+ At faculty level, events like Black History month
	+ Multiple points of EDI but muddled/unclear focus
* Int’l for domestic students
	+ Limited access to field schools: prohibitive $
	+ Need more interdisciplinary teaching across languages, culture (silos)
* Barriers
	+ Student cultural “clusters” have advantages and disadvantages – integration, but also keep supports of cultural communities
	+ Can reach out to adult members of local communities to hire “uncles” and “aunties” to provide mentorship and support to international students
	+ Canada’s image abroad is different than what is here in fact – how do we prepare int’l students to engage in reconciliation
* International for domestic
	+ Build partnerships with communities: host and support events
	+ Create hubs of connection based on faculty expertise
	+ Expectations/assumptions that BIPOC or Indigenous want to teach culture vs their disciplines
* UC-goal-all students have an Int’l exp.
	+ Was Fed grant to support study abroad (not sure if continue)
	+ Embed exchanges in program design
	+ Challenges getting domestic student to take field experience. Even when fully *part*. – global curiosity – students less
	+ Create an invited, safe exp.
* On campus
	+ Web presence showing campus LGBTQIA+ friendly and int’l celebration and inclusivity and as a sustain message
	+ Int’l menu of food services
	+ More sharing food opportunity – courses do potlucks
	+ World Days – celebrating cultural events – food/dance
	+ Int’l alumni culture and relationships – opportunity – improve connection. Not just as donors
	+ Mentors and motivational speakers
* Barriers to Int’l Integration
	+ Racism
	+ Program-specific concentrations
	+ Resources: time and $
* Campus Multiculturalism
	+ Students’ association does the most
	+ Faculty resistance: expect perfection
	+ Don’t respect or navigate religious or cultural traditions other than Christian holidays

**Recruitment**

**Questions:**

1. **What do you perceive to be the greatest challenge in re/capturing the international market post-pandemic? What are possible strategies to address these challenges?**
2. **How is your institution responding to recent changes in policy at the federal level?**
3. **Were we afforded the opportunity to reboot the role of international markets in Canadian post-sec, what would the core principles/practices be?**
* Better matching students who are coming with program requirements
* Strategic recruitment that recognizes they are coming potentially for 2 yr program often (not 4 yr) and plan for that and better support their needs
* Diversification of recruitment move away from current recruiter strategies – then plan better to receive, support, track and better outcomes for students faculty and staff
* Get to know the changing practices in international contexts
* Pathways need multiple partners in case relationship fall apart the path is still there for students
* Preparing faculty to be receiving the range of learners – in the absence of professional development of faculty students experience compounding marginalization structural inequality
* Intercultural learning for students, staff and faculty
* A one size fits all policy won’t work
* Housing is a problem (although I.S. are not the problem!)
* Attempts to diversify source countries
* Obligations to students; caring, openness
* What if int’l students paid the same tuition as domestic ones?
* Why not more recruiting from US?
* Housing Guarantees
* Canadian Optics/Reputation in key international markets “BRAND CANADA”
* Need to holistically understand what motivates a student to come to Canada – why??
* Bespoke recruitments for different programs and countries
* Re-evaluate the value of international students in classroom
* Quality control of education/post-secondary
* Needs to be strategic-transparent about budget implications-program targeted
* What’s a good % of int., in a uni?
* Agents in various countries recruit students – reimbursed based on performance
* Applicants with lower proficiencies can take remedial 1-year programs run by independent companies partnering with acad. Institution-more contact hours of support-mixed results
* Recruiters often determine where students come from
* Re: policy changes – waiting to see what happens
* 2 + 2 programs don’t necessarily work due to language barriers when they arrive in Canada
* Many students just want a pathway to Canada
* 3-yr degrees in Manitoba (UW, UM)
* Reconsider the degree structure
* Int’l recruiters may/may not be doing their job well
* Strengthening the communications b/w faculty, int’l office/recruiters
* NAVITAS – how do they distinguish among CDN universities
* Need to market PLACE and their cultural community
* Q. Challenges capturing int’l market
	+ Recent history: visa processing, housing increasing tuition
	+ Canada’s reputation – media stories about blaming Int’l students for housing crisis
* Shift from online to in-person
	+ Want flexibility
* New rules about Visa/letters only to students who get offers, but the acceptance rate is low, so you will lose # of students who will attend

**Retention**

**Questions:**

1. **What do you perceive to be the greatest barriers to international student retention? What are possible strategies to address this problem?**
2. **What unique services or supports does your institution provide to international students? What *missing* services or supports are, in your view, most needed?**
3. **Do post-sec institutions have an ethical obligation to the broader aims (immigration, etc.) of the students they admit? If so, how might that sense of obligation impact student experience, from recruitment to graduation?**
* Barriers
	+ Housing (affordable)
	+ Food security – food bank
	+ Tuition costs/registration
	+ Scholarship restrictions
	+ Work restrictions/working many hours
	+ $$ - sending home
	+ Isolation/mental health stigma
	+ Incompatibility of leaves
	+ Academic integrity/impacts on standing bias
	+ Balancing f-time status with work, etc. (RTW vs f-time) precarious status
* Services/Supports
	+ Int’l student service centres (pragmatic vs academic?).
	+ Base vs faculty funded?
	+ Writing Centres
	+ “Negotiated support” (tutorials for room/board?)
	+ Student Unions (opportunities for coordination)
	+ Re-purposing funds (bursaries, grants, etc.-no demonstration of need)
	+ Support/training for faculty (inclusive pedagogy; cultural competencies)
	+ Accessible/cult’v competent health care
* Ethical Obligation?
	+ YES – legal obligations upon acceptance of admission. “Issues” miscommunication between academic advising and immig. policies. TRU-consistent tuition for degree program through completion
* Supports
	+ Financial
	+ Finding housing
	+ Mental health
	+ Intensive onboarding (videos to watch ahead of time?)
* Responsible recruitments, reasonable expectations?
* Cultural competency of supervisors
* Partnership w/city and other programs to expose and integrate students into culture
* Social environment that supports friendship and sharing one’s culture (low cost)
* Barrier
	+ Students can come to campus and might not experience integration or belonging as they establish cohorts and stick to those cohorts
* Strategy
	+ UBC has “jumpstart” program and look strategically at why students leave. Jumpstart show increased level of retention
* Early alert
* Revise *probation* letters
* Students are working full-time and have to manage studies around that
* Housing pressures: idea, give students housing guarantee
* Being integrated into campus strategy that work; events and prominent space with meals (UFV)
* Ethical obligation to treat student equitably
* Barriers to retention
	+ Strict deadlines for payment
	+ Students (dom & int) take minimum full course load TO WORK
	+ When a student has to step out (e.g., academic suspension), it is very hard for them to take courses to improve GPA to get back in good standing
	+ Academic integrity sanctions impact it students more seriously
* Support Language and Integrity
	+ Workshops, writing, acad int
* Faculty
	+ equity training-explore unconscious bias – culture shift is needed – faculty work is supporting students not just teaching them
* Supports for issues going on at home
	+ Accommodation
	+ Tracking is important too
	+ What supports are missing? “slower track” version of a program – to give students time to work, live, do family etc., supports building funding program
	+ Mental health services
	+ Housing – relates to ethical obligation
* Retention of International students
	+ Housing; balance b/w satisfying study permit and living costs
	+ Immigration rules
	+ First point of contact at their institutions – sometimes not well-communicated (e.g., Register’s office can be policy-rigid)
	+ Need for advocacy b/w institution and external bodies (gov’t)
	+ Pressures to meet basic living conditions
	+ Breakdown in communication b/w IS office and academic units
	+ Need for international advisors
	+ International faculty to advocate
	+ International students only intending to complete only one year-need to determine what the goals for studying here are
	+ Too many non-educative hoops to jump through
	+ How best to approach orientation?
	+ Conflicts created by having to work (e.g., not meeting course participation requirements)
	+ Expanding allowable work creates conflict (f/t work)
	+ Where does the responsibility lie from ‘duty or care’ perspective?
	+ Failure to educate faculty and staff on policy changes and the impacts on the student
	+ Failure to appropriately adopt teaching models
* Barriers
	+ Is it retention into the program, the uni, the country
	+ Interesting - How do we get students to carry on in 4 yr program – retention by dropping standards
* Housing (not everywhere)
* Retention past 2-yr diploma – regulatory environment promotes diplomas
* Policy factors outside of curriculum drive int’l student decision making - language – celebrate culturally specific events
* Recruitment may misalign with educational benefits – perceived lack of value of the credential
* Geopolitical factors impacting int’l students
* Students self-assort by country or region of origin
* Racism
* Mental health
* Cost – work obligations

**Learning Cultures**

**Questions:**

1. **What efforts does your institution make to illuminate and bridge differences in learning cultures? for students? for faculty and staff?**
2. **What does/might it mean to “internationalize” the curriculum? Should we do it? why? how?**
3. **How do we help international students relate to indigenization and the TRC calls to action?**
* Undergrad support is more extracurricular
	+ cult. adapt – living in city
* Not strong academic support (UC)
	+ Academic integrity challenges
* Int’l students require food bank usage more than domestic
* Overrep in “academic probation/turn-around”
* Lowering Engl requirement KPU
	+ First year studies course for Int’l -not required but fills
	+ Workshops when students arrive – Int’l office
	+ Standing committee in FoA-faculty + student success
	+ President global task force
* Lots of restructuring of Int’l support and leadership
* Goal of int’l student-often to make domestic friend
* Need restorative justice approach to A.I. violation
* Faculty handbook for how to be inclusive to int’l students
* Learning Cultures/Learning Advantages
	+ Int’l student expectations vs univ obligations
	+ Perspectives brought by Int’l students
	+ Addressing cultural differences
	+ Faculty expectations
* Cultural differences
	+ Around authority
	+ Around learning methods (discussions), (group wk)
	+ Around ethical expectations
* Student pressures
* Making expectations clear
* Providing instructional support
* Preparedness of students
* Theme: not much support for faculty or faculty not taking advantage of support
* Bridge
	+ TRU - International student orientation- virtual in advance of them coming. Intercultural ambassadors~20, host families
	+ BVC – Intercultural Centre, international student orientation, some faculty training re teaching diverse classrooms
	+ UC – International student services, orientation for international students, international mentor program, student service centre-international students and writing, language support
	+ STMU – International Peer Tutor
	+ MacEwan – advising for international student, directs students resources
* Internationalize curriculum
	+ Intercultural understanding is essential, virtual internationalization, e.g., virtual classes with students from a uni somewhere else in the world
	+ Focus on the global south
	+ Slowly grow a culture of internationalization
* Social events
* Univ. preparation courses, access prog = expectations/learning required prep course
* Cross cultural events/celebrations
* Internationalise curriculum
* Social practices
* Isolation
* Issues
	+ Plagiarism
	+ Cultural practices expectations
	+ Work/study balance
	+ Issues about cultural ‘norms’ expectations
* Misled re: immigration pathway
* Int’l office
* Int’s student events (cooking/cultural)
* Small cohort 3.1%
* Curriculum
	+ Do very little
	+ Conversations about int’l at home but no champion
	+ Ac plan mentions Intercultural competencies, but no one tasked
	+ Languages enrolments flat or falling
	+ Could do more partnered/collaborative online learning
* Indigenization
	+ Level of shock vs Canada’s reputation (dark history)
	+ Struggle to accomplish with domestic students
	+ Tendency for one-and-done
	+ Need to get outside classroom
	+ More block week, intensive, land-based
	+ Duplication/reinvention among institutions
* Students
	+ Academic integrity-revisiting policy
	+ English proficiency requirements
	+ Recognizing diff ways of achieving the learning outcomes (verbal/oral etc.)
	+ Alternative ways of assessment (peer ass. – ungrading etc.)
	+ UDL – Universal design learning
* Indigenous research methodology courses
* “internationalize” the curriculum: Why? Universal learning principles
* Anticipating Int’l student enrollment increase. Doing preliminary analysis
* What we do to bridge differences
	+ Make use of group learning
	+ Single credit courses on university sills topics
	+ Creating community:
		- Chinese name pronunciation workshops
		- Host an int’l student – the holidays program
		- Multilingualism week/events/workshops
		- Inclusivity in policy-e.g., exam supports during Ramadan
	+ Important to avoid pigeon-holing
		- Always falls to Arts & Science
		- Indigenous Studies units can’t provide to all – content needs to be supported across faculties
* Helping int’l students relate to indigenization
	+ Introducing Foundation Year program @ U of A which would include indig content
	+ Exposure to language, Indigenous building names, explaining the why of things like treaty/land acknowledgments
	+ Professors are key players w/impact; indigenizing the faculty
* Global exchanges – do better at hosting
* Student-led discussion/content rooted in their own experience of issues in home country
* Bring Indigenous content to courses taken by int’l students
* Relating colonial experience of int’l students to colonial themes/issues here
* Internationalized curr important for all students, not just int’l students
* Language requirements as an important pathway to internationalization
* How to change learning cultures
	+ System approach-need to involve all student, faculty, admin
* TRC
	+ What is diversity in a broad sense?
	+ What do you bring to the table because of your background?
	+ What does TRC and land acknowledgments mean to me? What would a land acknowledgement look like for where I am from?
	+ Explicit about why TRC is important
	+ Bringing in different voices (international) can bring in really different perspective that can also help Canadian students to think differently
	+ Emphasize different world views
	+ Colonialism is world-wide
	+ Avoid assumptions