Executive Summary

- This draft internationalization plan builds on the University new strategic plan, with the aim of setting key targets and goals to strengthen and enhance 5 pillars of internationalization by working in an integrated and organic manner.

- First, we recommend that the University diversify the countries of origin for our international students, while increasing the number of international visa students to roughly 14% of the undergraduate population, as well as increasing the number of international graduate students by 20% and the number of ESL students by 35%.

- In order to retain these students and ensure their success, we believe that the University absolutely needs the creation of a transition program for all international students, expansion of Global Learning Centre support for those students, and the allocation of some of the tuition from these new students to the line Faculties teaching these students to aid in the creation of support for these students, and for instructors teaching them.

- Second, we recommend a 25% increase in the number of international experiential learning opportunities for domestic students, with the goal of increasing the total number of students taking advantage of these opportunities by 50%.

- Third, we will work to engage faculty and staff in the process of further and deeper internationalization by increasing international research opportunities, including providing more opportunities for international opportunities for faculty and work exchanges for staff.

- In order for this recommendation to succeed, we will need to provide the funding for travel, and strengthen the recognition for faculty and staff when they contribute to international activities.

- Fourth, we recommend that by the end of 2020 each major at the University include an opportunity for students to have an internationally focused course within their degree program, with international concepts and methodologies integrated within the curriculum.

- Fifth, we recommend that the University strike a small task force to build upon its longstanding tradition of international partnerships by exploring the costs, benefits and risks of developing and delivering off-shore University of Regina programs.
This internationalization plan builds on the University of Regina 2015-2020 Strategic Plan, whose objectives include enhancing “services and academic supports to assist international and new Canadian students transitioning to Canada, with particular emphasis on English Language proficiency, Canadian culture, and university expectations” (p. 8), as well as fostering international experiences for our students, faculty and staff, including expanding and promoting “experiential and service learning opportunities, including international learning...” (p. 9). We are also inspired by the overall national and international trend of universities working to develop future global citizens from their faculty and student body by providing them with an international experience on the campus and abroad.

This plan aims to achieve the above goals by identifying key targets and goals that will strengthen and enhance the following five pillars of internationalization:

• Enrolment, retention and success of international students.
• Mobilization of our students to opportunities abroad.
• International opportunities (primarily teaching and research) for faculty and staff.
• Internationalization of the curriculum.
• Deepening our partnerships around the Globe.

To achieve these goals and take advantage of interactions between the 5 pillars, we must work in an integrated and organic manner that encompasses both the faculties and administrative units, facilitated primarily by UR International. The recruitment of all international students should be a centralized activity coordinated by UR International in partnership with the Faculties and Federated Colleges. UR International will also support the Faculty of Graduate Studies in the recruitment and exchange of international graduate students and the establishment of international agreements. It will also work with the Vice President Research and the Office for Research, Innovation and Partnership to build on our strengths as an international research university in supporting international research opportunities where appropriate.

1. Enrolment, Retention and Success of International Students

Enrolments at the University of Regina have flourished in the last four years from 564 undergraduate visa students at our university, to 1311 undergraduate visa students in Fall 2014 (10.7% of the undergraduate student population). International graduate student numbers have increased from 218 three years ago to 509 in Fall 2014, and have increased their share of graduate student numbers from 15.7% to 30.7% of the graduate student population. In addition, our ESL program has been successful in enrolling 379 full-time students in the EAP program Fall 2014 semester (double from 9 years ago), as well as students in customized shorter programs throughout the year.
Our students currently come from more than 60 countries, but our largest cohorts come from China, Nigeria, Saudi Arabia, Brazil, India, Mexico, Pakistan and Bangladesh. These enrolment increases have been crucial in enhancing and diversifying our student population and tuition revenues, and have also brought our faculties many strong students as well as helping internationalize the experience of our domestic students, but have also brought some challenges related to the cultural differences of the students and their English language preparation.

By the end of 2020, we recommend that the University increase the number of
• Undergraduate international visa students from the current level of 10.6% of the undergraduate population (1179 students) to roughly 14% by fall 2020, an increase of roughly 335 students per regular semester.
• Graduate international students by 20% (roughly 85 students per regular semester).
• Students in the Regular ESL program by 35% (roughly 100 students per 13-week semester).
• Students in the customized (short-term) ESL programs by 50% (roughly 150 students in total, each in 3-5 week programs).

We will work to continue to diversify the country of origin for our international students. These new students will primarily come from
• The countries that are the focus of the federal government’s international strategies (so that we can presume necessary documentation for student visas will be provided).
• Sponsored students from countries that have a government scholarship program.
• New and emerging opportunities as they arise, including from working with the Canadian Bureau of International Education, the provincial government or other natural partnerships.

Based on experience and consultations, in order to increase the retention and success of international visa students and domestic ESL-speaking students, we recommend the following:
• The creation of a transition program for all international students.
• The expansion of the Global Learning Centre services.
• Support for line Faculties teaching international and domestic ESL-speaking students.

The primary destination faculties and programs for these students, both graduate and undergraduate, will reflect international demand. Currently these are:
• Business, Engineering, Nursing, Kinesiology and Health Studies, Justice and Police Studies, Social Work, Education.
• Computer Science, Economics, Film, Geology.
• ESL program short and long term.
• In addition, we will identify the capacity that exists elsewhere, and match it to international demand, especially on the graduate side.
In order to meet our targets to increase the recruitment, retention and success of international visa students and domestic ESL-speaking students, we propose that the University consider the following resource allocations and policy changes:

• UR International: More resources to open and consolidate recruitment markets.

• The University will work to create more coordinated recruiting and marketing between UR International and the Faculty of Graduate Studies and Research.

• More support where the students and instructors need it: in the line Faculties and departments, both the Faculties that the students major in, as well as the Faculties where they take their key elective courses – more advising support, more instructors (and related supports), more laboratory space in affected areas, more support for teaching international visa students and domestic ESL-speaking students.¹

• Indeed, we most especially recognize that the line Faculties have difficulties supporting the growing number of international and new Canadian students with existing advising and teaching resources, and indeed often lack incentives to do so within existing structures. We therefore recommend that the University explore sharing some of the extra tuition revenues from expanded international enrolments directly with the teaching faculties, based on the courses that the students are taking (not their major), and linked to actual expenditures on student support to create appropriate incentives.

• Revenue sharing will also allow FGSR to provide more targeted graduate scholarships for international students to offset the increased financial burden of higher fees for international students on faculty members and also provide needed resources to handle the increasing number of international applications.

• Work to change Faculty criteria documents to reflect positive support for internationalization work.

• CCE: ESL will be generally be self-supporting due to its cost-recovery nature, but currently faces classroom and office capacity and most especially instructor capacity constraints, and will need access to more of each if it is to expand as envisioned.

• Expanded residences, food services and prayer space for international students, including more services 24/7 and 365 days per year.²

• It is recommended that we carry out a thorough re-examination of our scholarships, with a goal of considering a focus on specialized discounts for high level students and increasing the accessibility of international students to scholarships.

• The labels/names of many of our degree programs are sometimes confusing to international students – we recommend the development of a concordance mapping our programs to the names of identical or similar programs.

¹ It should be noted there are many domestic students struggling with English as a Second Language in addition to international students.

² Although it is potentially a large and complex project, we recommend that the University consider the creation of student family housing, with minimum space held for international students with families. Such support will help the transition of international students with families, and broaden the potential pool of international student recruits.
2. Mobilization of Domestic Students to More Opportunities Abroad

It is our responsibility as a University to provide our students with a Global Education, that gives them the skills and experience to enter a highly diverse and competitive job market. In the last three years the University of Regina has increased dramatically the number of students going to study abroad from 30 in 2009, to 450 in 2013. The increase has been remarkable, however we must continue to promote the study abroad experiences to all our students, to increase the number even more.3

*By the end of 2020, we will increase the number of*
- International experiential learning opportunities (study, work and volunteer) for domestic students by 25%.
- In addition, work with the Faculties to increase the number of students participating in those international experiential learning opportunities by 50%.

3. International Opportunities

International opportunities for faculty members (and staff) to do research, to teach and to do exchanges with University partners around the world will help to engage faculty members and staff in the process of further and deeper internationalization and create their support for that process.

An important, indeed critical, component of these international opportunities are international research opportunities. The cross-fertilization of research ideas, data, and methods contributes to a broader understanding of the globe as well as a better understanding of our own domestic context. Establishing these partnerships is complex and often initially done organically between researchers, but is more likely to be successful if supported by a coordinated and strategic effort between the researchers, their faculties, the Vice President Research, UR International, and the Office of Research Innovation & Partnership.

*By the end of 2020, we will*
- Double the number of international research partnerships for faculty.
- Increase by 25% the number of publications with international partners.
- Increase by 25% the number of grants with international partners.
- Increase by 25% the international sabbatical and visiting scholar opportunities for faculty (using our strategic partnerships around the world).
- Increase the awareness of the University’s international research profile.
- Provide the opportunity for at least 5-10 non-academic staff a year to engage in work exchanges that can enhance their work with internationalization.

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3 The University of Regina International has currently 270k in scholarships for Students seeking experiences abroad the vast majority of students who obtain this funding are students traveling with a professor as part of a class.
These goals will imply the need for:

- More direct funding for travel to allow affordable opportunities for faculty and staff.
- Tracking the number of publications, grants, and other forms of collaborations with international partners in order to document and promote our international research activity.
- Strengthening of recognition for faculty and staff of their international activities and development projects, including special recognition by Faculty peer review committees of the importance of international research projects.
- Stronger linkages between faculty members with international research programs and links to international universities and institutions and UR International, with the goal of bringing these faculties members and their linkages into the operational planning of UR International.

4. Internationalization of the Curriculum

The internationalization of the curriculum happens when all of the above are well communicated to faculty and staff and when there are real opportunities presented to all parties at the University. This is the result of an engaged faculty who enjoys and benefits from international partnerships, projects, research and students. In order to achieve this stage we must work together to achieve the first three goals of our plan in a consistent and systematic way that delivers clear results in an organized structure.

By the end of 2020, every major in the University of Regina will

- Include an opportunity for students to include an internationally focused course within their degree program.
- Integrate international concepts and methodologies within their curriculum.

Both increased internationalization of the curriculum and more Study Abroad participation would be encouraged by the promotion of the learning of international languages. We recommend the further development of concentrations or clusters of international languages and culture.

The resource implications of these recommendations primarily include the time of faculty and staff related to curriculum reform within the faculties and Registrar's Office, as well as the costs of updating calendars and websites. However, depending on the state of current library resources, those may need to be supplemented as well.

5. Deepening our partnerships around the Globe

The University of Regina has a longstanding tradition of partnership building. Decades before the creation of UR International, the University of Regina has been a pioneer in international relations and productive partnerships around the World. The range of partnership encompasses universities, government and funding agencies, industry among others. Within more than 161 active agreements in the world, there are undergraduate and graduate degree programs that could be deepened.
With development of exchange and articulation agreements bringing students from around
the world to our campus, we are well prepared to consider deeper, transnational
partnerships. Such partnerships would involve articulation agreements where University
of Regina programs are entirely delivered to students on the campuses of institutions
abroad. Faculty from the University of Regina and the partnered institution would provide
in-class content towards satisfying University of Regina degree requirements to students
registered in our programs, without the need for students to be on the University of Regina
campus.

We recommend that the University strike a small task force to explore the costs, benefits
and risks of developing and delivering off-shore University of Regina programs.

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(With advice from Andrew Gaudes, David deMontigny, Franzvolker Greifenhagen, Shanthi
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