

University of Windsor
Senate

5.2.2: **Internationalization Annual Report**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Internationalization Report
May 1, 2021, to April 30, 2022

1. Executive Summary

A. Introduction

At the University of Windsor and across other Canadian post-secondary institutions, the intensification of internationalization, or the incorporation of an international dimension or perspective into the tripartite mission of universities, has become woven into the everyday fabric of the higher education landscape (Sabzalieva, 2020). It is central to contemporary higher education; however, it often becomes a catch-all phrase to describe anything remotely linked to higher education's global, intercultural or international dimension or solely focused on international recruitment.

The COVID-19 pandemic significantly impacted internationalization efforts for the University and the international education sector. Travel restrictions and quarantine requirements disrupted the international mobility of students, staff, and faculty. While remote learning and online classes provided in-person international exchange and collaboration opportunities, they also raised concerns about equity and access for international students with limited resources or poor internet connectivity. Changes in immigration policies and visas created uncertainty for international students who wished to start their degree, leading to significant deferrals and decreased international enrollment has impacted our diversity and global engagement efforts.

International education is an essential pillar of Canada's long-term competitiveness. Canadians who study abroad gain exposure to new cultures and ideas, stimulating innovation and developing essential cross-cultural competencies. Students from abroad who study in Canada bring those same benefits to our shores. If they choose to immigrate to Canada, they contribute to Canada's economic success. Those who choose to return to their countries become lifelong ambassadors for Canada and Canadian values (Global Affairs Canada, 2019). International student enrolment has grown dramatically at Canadian campuses, expanding by 226% from 2000 – 2014 and another 35% between 2014 and 2017 (Canadian Bureau for International Education, 2018; Sá & Sabzalieva, 2018). International students bring tremendous value to our campus and community, including making our campus more cosmopolitan, future talent for the industry and valued contributors to our community.

Before and after the pandemic, more countries recognize that international students are essential sources of revenue and human capital sources. The sector has become more competitive with traditional competitors (e.g., Australia, New Zealand, and the United States) and emerging ones (e.g., China and Malaysia) investing more in marketing their educational offerings. UWindsor is responding to global competition by increasing our direct and agent-facilitated recruitment investments, which has increased year-over-year enrolment during the reporting period. More than 50% of our international students in Canada come from China and India, a pattern shared by the University of Windsor. Attracting students from a wider variety of regions and schools diversifies our student population, enhances the student experience and fosters sustainable growth for the university. Our international recruitment efforts focus on diversifying the countries where international students originate, their fields of study, and degree levels. While the pandemic has severely impacted these efforts, we are seeing the results of establishing in-country recruiters across diversification markets, expanding our agent network and increasing our recruitment efforts in the diversification of our student body.

B. Goals and Objectives of Reporting Year

The American Council on Education defines comprehensive internationalization as “a strategic and integrated approach to internationalization in which institutions articulate internationalization as an institutional goal (if not priority), develop an internationalization plan driven by sound analysis, and seek to bring together the usually disparate and often marginalized aspects of internationalization” (Olson, Green, & Hill, 2006). In keeping with this

definition, this report has been compiled through the work of multiple areas who worked across the institution over the last year to engage internal and external partners in internationalization efforts to enrich our campus and the extended community, including:

Academic Faculties
Centre for Teaching and Learning
International Student Centre
Office of the Associate Vice-President - Enrolment Management (AVP-EM)
Office of International Collaboration
Office of Institutional Analysis
Office of the Provost and Vice-President Academic
Office of the Registrar
Office of the Vice-President, Research and Innovation
Student Recruitment

C. Successes

1. *Provide an exceptional and supportive undergraduate experience*

Launched undergraduate and international course-based master's application prioritization process

The university often receives applications from individuals who are unlikely to enrol, ultimately slowing down the response time for applicants who are highly likely to enrol. We implemented a mechanism to enable in-country team members to identify applications to be prioritized by our international admissions team. These efforts have increased student diversity and conversion.

Enhanced the quality framework of our educational representatives abroad

Using high-quality educational agents to assist in recruiting international students ensures quality representation and compliance with relevant laws and policies, enhances cultural sensitivity, increases the number of applicants and diversity of the student body, streamlines the recruitment process, and helps establish and maintain a positive reputation for the university within the international education community. In 2021/22, we undertook changes to our quality framework to evaluate agent performance better, including seeking feedback from our students on their performance, holding bi-annual office visits, and tracking conversion rates.

Kicked off two international student mobility projects funded by the Global Skills Opportunity Program

Encouraging Canadian students to gain new skills, intercultural competencies, and international networks through study and work abroad is essential to their careers and economic growth. Led by Chris Houser, Judy Bornais, and Chris Busch, and in partnership with the Deans, the University applied and received \$1m of funding from Employment and Social Development Canada to support international mobility opportunities and market diversification for underrepresented students (e.g., low-income students, Indigenous students, and students with disabilities) who are least likely to pursue study abroad opportunities, and support students from outside these groups, prioritizing study abroad outside of traditional destinations (e.g., the United States, the United Kingdom, France, and Australia).

iWIL Go Global – Experiential Learning Abroad program provides financial support for students to participate in either in-person or virtual international work-integrated learning (iWIL) opportunities, including global work-integrated learning (e.g., internships (paid and unpaid) and cooperative education placements), community service-learning posts, and research projects abroad.

The Go Global First Year STudy Abroad Experiences (Go Global STEPs) allow first-year students to participate in short-term faculty-led study abroad programs in non-traditional and institutionally strategic countries. From the jungles of Costa Rica to automotive engineering in Italy and cultural exchanges with the Maori of New Zealand, the credit-bearing programs offer cultural and environmental immersion in the host country supported by our

international partners. STEPs provide first-year students with an early introduction to international experiences, and this awareness and confidence, in turn, supports upper-year and postgraduate mobility.

Both programs will involve pre- and post-reflection, cultural and safety awareness training, and pre-departure virtual mobility experiences.

Destination	Participants
Costa Rica - May	17
Costa Rica - June	18
Iceland	11

Launched a new agent portal to enable students to identify authorized recruitment partners

Prospective students need to know if an educational agent is authorized to recruit for the university to ensure that they only engage with reliable agents, avoid scams, receive quality service and support, and ensure financial protection in case of disputes or issues arising from services provided by the agent. In 2021/22, we launched and promoted a new [web-based portal](#) to easily search and find information on our agent network.

Continued with in-country representatives across eight geographic regions

Having in-country representatives to support agents and direct recruitment of international students to universities is important because of their local knowledge, networking abilities, credibility, and visibility within an increasingly competitive market, especially after the pandemic. In 2021/22, we had team members physically located in South Asia, West and East Africa, Eastern Asia, Latin America, the Middle East, Europe and Central Asia, and Southeastern Asia.

Piloted a conflict scholarship program to support individuals affected by the war in Ukraine

The university provided financial assistance to those directly impacted by the conflict and who may have difficulty accessing higher education due to the disruption caused by the war. These scholarships help cover tuition, books, and other expenses related to attending university.

Hired additional staff members to support international students

Hired an additional Registered Immigration Student Advisor (RISA) within the International Student Centre to guide and assist international students on immigration and visa-related matters. RISAs help students understand and navigate the complex rules and regulations related to studying in Canada, including student visa applications, study permit extensions, work permits, and post-graduation work permits. It is important to note that only those who have been registered with the Immigration Consultants of Canada Regulatory Council (ICCRC) are authorized to provide immigration advice, and only RISAs can provide immigration advice to international students in Canada.

Supporting the success of our international students

The University offers a wide range of support services to ensure the success of international students on our campus, including orientation programs, cultural events and activities, counselling and mental health services, career services, and health insurance and medical care.

The ISC continues to offer hybrid services that will reinforce their ability to interact with a larger group of students and provide students with flexibility. They offer in-person and virtual services through appointments and drop-in sessions to address student needs, which has been working efficiently.

Information sessions offered:	Frequency
Study Permit Renewal Workshop	Monthly
Post Graduate Work Permit Workshop	1 x semester
Temporary Resident Visa Workshop	2 x semester

Coop work permit Workshop	1 x semester
Rules of working in Canada	1 x semester
Farewell session for graduates with campus partners	1 x semester
SIN Workshop	1 x semester
Express Entry Workshop	2 x year
Faculty/Program specific workshops:	
Master of Management	Per intake
Master of Medical Biotechnology	Per intake
Transition Support:	
ISC – International Student Orientation	1 x semester
Suitcase to Backpack	1 x semester
Softlanding Program	1 x semester

Launched the “Suitcase to Backpack” transition program for international students

This initiative from the International Student Centre is designed to help incoming international students gain life skills and transition smoothly to UWindsor. During this six-week program, students will learn more about being better students and receive information about available resources for increased success. In addition to the once-a-week virtual sessions, this program includes a peer mentorship component. Current students are grouped with incoming first-year international students to offer guidance and support in their early weeks as UWindsor Lancers.

Recognized synergies within Student Recruitment and the Office of the Registrar

Evaluated past practices for recruiting domestic and international students, identified shared activities and possible areas of synergy and addressed any duplication of efforts. Identified communications and engagement strategies in collaboration with colleagues in the Registrar’s Office to better support their efforts in adjudicating applications, specifically supporting incomplete applicants, follow-up and conversion activities.

Supporting the financial needs of International students

Scholarships play a significant role in international student recruitment by making a university more financially accessible, helping to differentiate it from competitors, encouraging applications, and acting as a marketing and retention tool. Scholarships can also help differentiate a university from its competitors and can be essential for students deciding where to study. There was a 116% increase in financial aid allocated to international students since 2019-20, including the creation of four International Student Renewable Scholarships of Excellence (\$5,000 x 4 years).

Established an English Language Improvement Program Advisory Group

The ELIP Advisory Group consists of experts in specialized areas bringing forward extensive knowledge and guidance. The current composition includes Director, Open Learning, Black Student Support Coordinator, Indigenous Curriculum and Pedagogy Initiatives Coordinator, Associate University Librarian, International Student Advisor, Director, Anti-Racism – Organizational Change, Acting Director, International Recruitment & Admissions. The aim is to grow the Advisory Group further as needed.

Providing opportunities to gain international experience

International exchange programs allow students to study abroad and gain international experience, enhance students' career opportunities, promote personal development, internationalize the university and establish partnerships and collaborations.

Mobility Direction (2021/22)	# of Students
Outgoing*	23 (26 semester units)
Incoming	57 (79 semester units)

Strengthened the recruitment of undergraduate and graduate international students.

International student enrolment in Canada and the University of Windsor has grown significantly over the past three years. International students in Canada have increased by more than 20% since 2018, driven by factors such as the country's reputation for quality education, favourable immigration policies, and a welcoming and inclusive society.

Faculty	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Engineering	1,002	1,055	1,177	1,328	1,596	1,935	1,904	2,024	2,226	2,513
Science	374	435	534	659	751	847	938	1,036	1,179	1,425
Business	670	683	613	503	481	444	421	407	520	789
FAHSS	298	279	254	241	227	258	261	216	226	219
Education	30	49	63	84	77	77	83	65	76	103
Law	9	14	15	17	18	13	18	16	19	13
Human Kinetics	11	10	7	12	8	14	19	13	18	30
Nursing	3	12	14	12	11	8	1	3	2	8
Inter-Faculty Programs	7	5	11							
Total	2,404	2,542	2,687	2,855	3,167	3,595	3,645	3,780	4,265	5,100

Figure 1: Total international enrolment by faculty (headcount)

Faculty	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Science	254	309	356	387	341
Engineering	332	304	246	217	164
FAHSS	224	212	183	193	176
Business	147	129	83	97	112
Human Kinetics	9	15	10	13	24
Law	9	15	9	12	10
Nursing	8	1	3	2	8
Education		1	1	3	1
Total	982	986	891	924	836

Figure 2: Total undergraduate enrolment by faculty (headcount)

Faculty	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Engineering	1,603	1,600	1,778	2,009	2,349
Science	593	629	680	792	1,085
Business	297	292	325	423	677
Education	77	82	64	73	102
FAHSS	34	49	33	33	43
Law	4	3	7	7	3
Human Kinetics	5	4	3	5	6
Total	2,613	2,659	2,889	3,341	4,264

Figure 3: Total graduate enrolment by faculty (headcount)

2. Pursue strengths in research and graduate education

3. Recruit and retain the best faculty and staff

Hired a new International Enrolment Advisor

According to the Government of Canada, over 600,000 international students hold study permits in Canada, and around 40% of students are enrolled in primary and secondary schools. At UWindsor, around ¼ of the international undergraduate applications are from international students already in Canada. A new International Enrolment Advisor was created to recruit and support international applicants in Canada and promote UWindsor to

international secondary schools in Canada. The new recruiter is also part of the integral team of the Office of Student Recruitment and supports various recruitment events/initiatives on campus.

4. *Engage the Windsor-Essex community*

Collaborated with St. Clair College to prepare to co-host a familiarization tour (May 2022)

The purpose of a familiarization tour (fam tour) for educational agents is to give them an in-depth understanding of the institution, its programs, and its facilities. These events help establish and maintain a positive relationship between the institution and the agents, leading to increased recruitment efforts and a more diverse student body. Fam tours also allow educational agents to see the institution firsthand, which can help them better understand the institution's culture and values, which can help them to better match students with the right institution. In 2021/22, we started work to co-host our second fam tour in collaboration with St. Clair, hoping to see 50+ agents visit our campus in May 2022.

5. *Promote international engagement*

Launched the Global Student Ambassador Program (May, 2022)

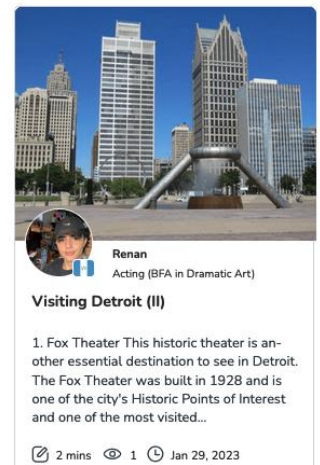
The UWindsor Global Ambassador program is a new initiative to provide an authentic voice to the experience of international students on the UWindsor campus. The program was to build a diverse team of 16 international students from major recruitment markets to support the significant and regional recruitment efforts, support prospective student and applicant inquiries, and showcase the vibrant campus life through various social media platforms. This program provides paid work opportunities to help the new international students learn about Canadian work experience, make new friends with local and international students, and become role models for incoming international students. It is a small step to enhance international students' experience on campus, but it will grow a much stronger bond between UWindsor and international alums over time.

Launched the UniBuddy platform

UniBuddy is a student-led web-based platform that provides prospective students with a personalized and authentic perspective on the UWindsor student experience by connecting with current students who have first-hand experience of what it means to live and learn at UWindsor.

Prospective students can use UniBuddy to:

- Connect with current students who are studying the same course or major
- Ask current students questions about their experience at the institution
- Learn about the institution's culture and student life
- Get a sense of what it is like to study at the institution



Early Indicator of Successes:

While the launch of the Unibuddy platform did not occur until August 2022, over 20,000 questions from prospective students have been answered as of Feb 1, 2023.

Secured support and approval for revised international tuition under the JAY Treaty

In support of UWindsor's commitment to fulfilling the recommendations of Canada's Truth and Reconciliation Commission, UN Declaration on the Rights of Indigenous People, and the Jay Treaty of 1975, the university now offers domestic tuition rates to any Indigenous person that have an Indigenous kinship, relationship and lived Experience, whether they live on the north or south side of the colonial border. Previously, these students were only eligible for our "US Good Neighbour" rate, which is appropriately equivalent to in-state tuition.

Expanded the US "Good Neighbour" rate to include research-based grad students

Since 2013, the university has offered a "U.S. Neighbour Fee" to undergraduate students who apply to any program except law and education (second entry programs). This lower fee sees American students pay a lower price than

international students. In 2021/22, we expanded the discount program to include research-based graduate programs to be competitive with and support research collaborations with adjacent American universities.

Suspended international agreements (e.g., MOUs) with Russian partners in support of the war in Ukraine

The university suspended all academic agreements with Russian academic partners due to the war in Ukraine and the ongoing political tensions between the two countries, economic sanctions, and security concerns – all leading to a challenging environment for academic collaborations.

Facilitating international collaborations

The University of Windsor has a wide range of active agreements with institutions around the globe. The areas included in these agreements include joint research activities, participation in institutional seminars and academic meetings, exchange of educational materials, short-term academic programs, and student and faculty exchange. The Global Engagement team facilitated establishing or renewing twenty-two agreements during the reporting period. For more information, see Appendix III.

Hosted multiple international delegates on campus

The university often hosts international delegations to help increase recruitment efforts, support partnerships and collaborations with other institutions leading to opportunities for research collaborations, student and faculty exchanges, and joint degree programs, demonstrate our commitment to internationalization and provide opportunities for the university's students, staff and faculty to learn about different cultures and societies and to gain a broader perspective on the world. Hosting delegations support institutional and faculty strategic goals, such as promoting diversity and inclusion, fostering internationalization and research collaboration, and building our reputation as a global institution.

Led business development and recruitment activities across all major markets

International business development trips support building relationships and partnerships with other institutions, organizations and governments to promote the university's reputation and increase its global reach, including assisting with recruitment, research collaborations, partnerships, networking and branding. In 2021/22, multiple business development trips were undertaken during the reporting period, including collaborating with the Canadian Bureau for International Education and Languages Canada trade missions and connecting with international partners as part of international education conferences (e.g., NAFSA, AIEA, etc.)

Developed and implement a strategy to diversify our international student population

Undertook intensive recruitment activities, raising awareness across a broad, relevant range of markets, proactively managing and incentivizing third-party agents, streamlining admissions processes and enhancing the provision and delivery of international student support.

Piloted the development of an International Enrolment Management (IEM) plan

An International Enrollment Management (IEM) plan outlines goals, objectives, and strategies for international enrolment, explicitly focusing on international recruitment and partnerships. An IEM plan aims to ensure that our efforts are aligned with its overall mission and goals and to provide a framework for decision-making and resource allocation. For 2022/23, we anticipate expanding the depth and breadth of the plan to better coordination and collaboration of internationalization, including incorporating market analysis and insights (e.g., conducting ongoing market research, intelligence and analysis), identifying critical enrolment communications and enhancement of recruitment and admissions practices, including administration, analysis and development of global enrolment partner networks.

Continued work on implementing our International Partnership Management and Mobility Platform.

The current agent management system (AAMS) and agent application form were implemented over a decade ago and are no longer supported by internal and external partners. International recruitment has decided to use the MoveOn platform for managing international partnerships, agreements and student mobility programs to manage

agent agreements, milestone communications, assessment results, etc. MoveOn allows us to consolidate the agent application form and map in one place where the agent agreements, agent application form and agent maps are managed through three different platforms/channels. The planning of the MoveOn enhancement was started during the reporting period. However, the integration and migration were implemented in the current cycle.

Revised our Agent Agreement

The initial agent agreement was drafted in 2012/2013, and the agreement template has not been updated since 2018/2019. The revised agent agreement reflects current academic dates, programs, new marketing material platforms, and commission structures. The new deal also clarifies and strengthens the expectations on agent training, recruitment targets, performance assessment, etc. Guidance on the excellent conduct of educational agents has also been updated in the new version.

Created a new portal for Agent Resources leveraging Media Valet

Agent resources have been updated to our digital asset management platform, Media Valet. The new platform provides a seamless and efficient way to give the latest assets to all educational agents. It also offers procedural documents like the commission claim process, adding/changing an agent, etc. It also has a section that reminds the agents that their code of conduct is essential.

Enhanced our agent performance system

In the past, the agent performance was reviewed annually and at the time of contract renewal by studying the agencies' application to enrolment performance, the market's importance, and any concerns about the agency's code of conduct. Agent performance is reviewed semi-annually, annually, and at renewal during the reporting period. Regional recruiters must reach out to all authorized agents and provide a thorough qualitative assessment of each agent in their region. In the past, due to many reasons (lack of staff, time difference, language barriers, etc.), it took much work to provide a qualitative assessment of the agents. A set of criteria and questions are provided to the recruiters to collect the recruiter's assessment. Recruiters can also add comments/suggestions they have observed but are not included in the assessment criteria. The next step is to document the evaluation results in the new agent agreement management system (MoveOn) so that the assessments are documented centrally and accessible to all stakeholders.

Actively promoted English Language training for academic purposes.

The Centre for English Language Improvement delivered 30 live and online presentations to prospective students, current agents, and relevant stakeholders. ELIP Webinars (n=22) provides an overview of the ELIP – including but not limited to registration, level objectives, learning modality options, assessment types, student wellness support, and FAQs. ELIP Samplers (n=10) emphasize the program's commitment to high teaching standards. These interactive sessions include a micro-teaching focus and highlight ELIP's teaching philosophy.

Agent and Student Satisfaction Surveys

International Recruitment developed two surveys for semester one international students and all authorized educational agents. The student survey aims to gather feedback about UWindsor international students' application and admission process. The survey also collects information on students' experiences using an educational agent. The agent survey is designed to ensure that UWindsor's programs and services remain competitive in the global market through learning about the agent's experience working with UWindsor teams. The student surveys are deployed once a semester after the financial drop date. The first Student Satisfaction Survey was conducted in S22, and 935 international students participated. The agent survey was also deployed in the S22 semester and is scheduled to be deployed annually during the summer.

Sponsored The John's Model United Nations (MUN)

They were first held in India at one of the most prestigious high schools in Punjab, India, in 2021. The event attracted over 100 Indian students to participate and compete online. After a successful event in 2021, over 400 students from 80 secondary schools from different parts of India participated in the MUN 2022 in Chandigarh, India.

MUN 2022 was well promoted across over 20 national and regional print and social media channels. One of St. John’s High School alums supported the event – Mr. Ayushmann Khurrana, the only Indian actor on Time’s 100 most influential list. Because of the support and presence of Mr. Khurrana, the MUN 2022 and the University of Windsor are known by millions of young people in India. The event was held in July 2022, but most of the preparation was done during the reporting period.



The University of Windsor sponsors John’s MUN 2022. Over 400 students from 80 schools in India participated in the event. Over 200 students and teachers of St. John’s High School, one of Punjab’s most reputable high schools, have volunteered for the MUN. (Source: The John’s MUN Instagram)

D. Challenges

2021-2022 Timeframe (May 2021 – April 2022)

Limited participation in outbound exchange: During the COVID-19 pandemic, international travel was heavily restricted, and many countries closed their borders to non-essential travellers to slow the spread of the virus. This made it difficult or impossible for Canadian students to go on outbound exchange programs abroad. Additionally, the University restricted study abroad programs as a precautionary measure to protect the health and safety of our students.

Mobility Direction	Outbound		Inbound	
	# Participants	Semester Units	# Participants	Semester Units
2017/18	58	70	69	97
2018/19	82	99	80	107
2019/20	57	72	78	105
2020/21	1	1	7*	10*
2021/22	23	26	57	79

*- online

We continue to facilitate global engagement, outside of international student recruitment, with a limited budget, small staff complement and competing priorities, limiting the number of initiatives underway at any time. However, we continue collaborating with other areas (or Faculties, AAUs, and individual faculty members) to internationalize the University further. At a macro level, the University of Windsor faces challenges outside the institution’s control, such as increased global competition, visa denials, and limited growth/opportunities. These realities require the institution to adapt its recruitment strategy and invest further in promoting the institution abroad.

The University faces several challenges in its attempts to internationalize. Challenges in fostering a supportive and inclusive environment for international students and faculty include addressing cultural differences, discrimination,

and language barriers and balancing the need for internationalization with the desire to maintain a strong national identity and focus on domestic priorities. While ensuring that internationalization efforts align with broader sustainability and social responsibility goals, including reducing carbon emissions from travel and promoting ethical and equitable international engagement.

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan for 2021-22

1. Provide an exceptional and supportive undergraduate experience

- Facilitate recruitment, conversion, and successful transition into all undergraduate programs
- Provide pathway programs to enable access to high-quality undergraduate education
- Establish a system to allow faculties to communicate to students how an international experience can be incorporated into their degree
- Increase student participation in mobility programs
- Enhance support available to international students to ensure that they have a rich learning and cultural experience
- Promote articulation programs
- Implement feedback and evaluation processes to monitor program quality

2. Pursue strengths in research and graduate education

- Facilitate the exchange of scholars (professors, advanced graduate fellows, and researchers), professional staff members, and students for study and research at international partner institutions
- Promote the exchange of research materials and information between collaborating international institutions
- Promote joint research activities, seminars, and academic meetings in the fields of interest between collaborating international institutions

3. Recruit and retain the best faculty and staff

- Facilitate opportunities for academic and non-academic staff to participate in mobility programs, such as ERASMUS+.

4. Engage the Windsor-Essex community

- Build partnerships within the community to increase awareness of Windsor-Essex as a study destination and pathways to the University's programs and services
- Build partnerships with school boards and private schools to proactively recruit graduating international students

5. Promote international engagement

- Increase the capacity of our students, faculty, staff and alums to engage internationally
- Enhance our global presence
- Support the development and communication of strategic partnerships, including short-term, issues-based partnerships and within all areas of geographic focus
- Facilitate connections to support UWindsor international collaborations for both research and student learning

B. Future Actions/Initiatives

For the 2022-2023 reporting period, we are working on the following initiatives:

System Modernization: Launch the new MoveOn platform and continue to enhance functions to create a seamless agent contract management process and user-friendly access to regional recruiters. Sunset, the current agent management system (AAMS), migrate to UWinsite for agent and student relationships, commission payment records, and reporting.

In-Country Representation: UWindsor hired as a two-year pilot eight in-country representatives abroad (not agents) to help recruit international students, support our agent network, and assist these students before they arrive on campus. Additionally, in-country representatives help establish partnerships and collaborations between the university and other organizations in their region, to help to further the university's academic and research goals. We plan to continue with in-country representation for 2022/23 to evaluate the model's effectiveness for 2023/24.

Business Development: Participate in the market activation and business development activities in each of our key markets to support our in-country team members (e.g., training, conversion, and pre-departure activities) and establish and strengthen relationships with international partners, such as other universities, research institutions, government agencies, and private sector organizations. These trips promote the university and its programs, build partnerships and collaborations, and create new opportunities for research, teaching, and student exchange.

Service Level Expectation: Create, execute and report on Service Level Expectations (SLEs) associated with international recruitment efforts (off-shore staff), such as lead management, agent performance management, post-offer follow-up engagement etc. SLEs outline the services provided to applicants, agents and the university, as well as the standards that will be used to measure the quality of these services, to communicate clearly and transparently what services are available, who is responsible for providing them, and how they will be delivered.

UWinsite Service Enhancements: Expand the use and functionality of the UWinsite Service platform to enable in-country representatives to manage their interactions with prospective international students, current students, and other regional stakeholders. UWinsite Service can help them be more organized, efficient, and effective. Plus, centralize data, automate repetitive and time-consuming tasks, communicate more effectively with prospects and applicants, provide detailed reporting and analytics, and ensure compliance.

Strengthen relationships abroad: Build stronger connections with international associations of regional and national school boards to promote internationalization. Building strong connections with international associations and regional and national school boards can help universities to promote their programs, recruit international students, establish partnerships and collaborations, and stay informed about current trends and developments in international education.

A core element of the University's internationalization efforts is building, cultivating and maintaining relationships with international organizations to expand networks and increase impact, but are they strategic? Create an **International Partnership Assessment Rating System (IPARS)** to assess existing university partnerships (i.e., academic programs and collaborations, mobility programs and research collaborations), identify top partners in each country, develop strategic partnerships, and decide whether to re-engage a stalled partnership or eliminate it. This system would enable UWindsor to ensure we only enter agreements that advance our international goals and vision. Rubrics will be determined through consultation with senior executive leaders, Faculty associate deans and International Office staff to ensure the creation of a comprehensive system.

In collaboration with the Office of the Provost and Vice-President Academic and other campus stakeholders, establish a **Global Engagement Advisory Committee** to guide, support, encourage, develop and facilitate international engagement, such as the development of an international strategy, fostering internationalization across all academic disciplines, supporting international teaching partnerships, engaging international institutions, supporting experiential education opportunities through global mobility and further engage with overseas alums.

Collaborative online international learning (COIL) is a pedagogical approach that leverages technology to facilitate collaboration between students from different countries in online learning activities. COIL aims to provide international and intercultural experiences involving students from other institutions or countries working together on a shared project or assignment using online platforms such as video conferencing, discussion forums, or shared documents (Vahed & Rodriguez, 2021). COIL can enrich online learning by providing opportunities for students to interact with peers from different backgrounds, practice language skills, and gain a broader perspective on global issues. Consideration should be given to encouraging and supporting faculty to incorporate COIL into their courses and providing training and resources for effective implementation.

C. Recommendations for Senate consideration

Knight (2003) defines internationalization as the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society. To determine where we sit upon the spectrum of “internationalization,” it would be beneficial if the PDC form and UWinsite Student system could include a method to identify and articulate how the course(s)/degree learning outcomes build an international, intercultural, or global dimension within the curriculum, if applicable. This also allows faculty, staff, and students to raise awareness of the process.

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Appendix 1: International Student Awards and Financial Aid (2021-22)

International Student Renewable Scholarship of Excellence (\$5,000 x 4 years)

Number of Awards: 4

Award Value: \$5000 x 4 years or \$20,000

Terms: Several renewable entrance scholarships are available to international students entering their first year, directly from high school, into any first-entry program who exhibit high academic standards and who can demonstrate their commitment to their community and good citizenship. Students must have an entering average of a minimum of 80% and maintain a minimum of 75% cumulative average in-course to renew into years 2, 3 and 4. Additional renewal requirements must be met.

New scholarships approved to support international students *starting in the 2022-23 academic year*:

Chitkara University Transfer Scholarship

Number of Awards: 10

Award Value: \$5000 x 2 years or \$10,000

Terms: This is a transnational education project with Chitkara University (India) and the Odette School of Business. As part of this program, international students complete the first two years of their 'Odette' degree in India and relocate to the University of Windsor in Years 3 & 4. Students are co-admitted to Chitkara University (Y1 & Y2) and UWindsor (Y3 & Y4). Students in good academic standing will be eligible for an automatic renewal of this scholarship for up to 3 additional terms (4 terms X \$2,500).

International Student Global Conflict Relief Bursary (\$5,000 x 8 semesters)

Number of Awards: 5

Award Value: \$10,000 x 4 years or \$40,000

Terms: The University of Windsor offers financial support to entering and, in course, undergraduate international students whom a global conflict has impacted, established in 2022-23. Entering students apply via the International Student Scholarship of Excellence entrance application, and in-course, students apply directly to the Director, Student Awards & Financial Aid.

Odette Business Global Leaders Award

Number of Awards: 30

Award Value: \$5,000

Terms: The Odette School of Business Global Leaders Award provides selected candidates with a \$5,000 tuition award (\$2,500 x 2 semesters), recognizing the hard work of high-achieving applicants worldwide. Students receiving this award must have a minimum cumulative average of 75% entering the Business Administration undergraduate program. Recipients must be full-time international business undergraduate students enrolled for in-person studies at the Odette School of Business starting Fall 2022. This award is not transferable to a future term or any other program. This award is tenable with other entrance scholarships offered by the University of Windsor.

2021-22 Summary of Award Allocations

Student Status	Funding Allocated	# of Awards	Distinct # of Students	% of Total Funding Allocated
Domestic				
EDUC	\$190,259	103	82	1.49%
GRAD	\$301,014	189	139	2.36%
LAW	\$1,855,657	626	327	14.53%
UGRD	\$9,641,344	5156	3698	75.51%
International				
GRAD	\$231,850	240	231	1.82%
UGRD	\$547,571	322	250	4.29%
Total	\$12,767,696	6636	4726	100.00%

2020-21 Summary of Award Allocations

Student Status	Funding Allocated	# of Awards	Distinct # of Students	% of Total Funding Allocated
Domestic				
EDUC	\$145,816	83	62	1%
GRAD	\$157,912	127	101	1%
LAW	\$1,581,001	582	348	13%
UGRD	\$9,264,614	5024	3504	77%
International				
GRAD	\$451,050	456	405	4%
LAW	\$3,200	2	1	0%
UGRD	\$497,843	278	210	4%
Total	\$12,101,435	6552	4626	100%

2019-20 Summary of Award Allocations

Student Status	Funding Allocated	# of Awards	Distinct # of Students	% of Total Funding Allocated
Domestic				
EDUC	\$150,167	106	75	1.15%
GRAD	\$364,267	228	165	2.80%
LAW	\$3,054,542	993	521	23.48%
UGRD	\$9,081,662	5046	3419	69.80%
International				
GRAD	\$54,133	91	86	0.42%
LAW	\$1,500	2	2	0.01%
UGRD	\$304,359	154	125	2.34%
Grand Total	\$13,010,631	6620	4393	100%

Appendix 2: Centre for English Language Development – Enrolment Report

English language learning for academic purposes is essential in higher education because it can help students to access academic programs, improve academic performance, gain career opportunities, understand the culture, and engage in research opportunities.

Despite the pandemic, the Centre for English Language Development (CELD) and its “English Language Improvement Program” welcomed 141 new English language pathway learners from 15 countries, including 48 undergraduate and 90 graduate students and three non-academic learners.

Country of Origin	# Students
Bangladesh	4
Canada	2
China	99
Colombia	1
Congo, Democratic Republic of the	2
Egypt	1
Guinea	1
Haiti	1
Hong Kong	1
India	6
Iran	8
Iraq	1
Jordan	1
Korean, South	1
Mexico	1
Pakistan	1
Russia	1
Syria	2
Turkey	2
Uzbekistan	1
Vietnam	4
Total	141

Appendix 3: International Academic Agreements (2021-22) (new or renewed)

Canadian University Dubai
Central Queensland University
Chitkara University - Faculty Mentorship
Deakin University
East China Normal University
Glasgow Caledonian University
Global University Systems
Hanoi University of Mining and Geology
Henan University
ICEAP Toronto
Kremenchuk Mykhailo Ostrohradskyi National University
Research Center of Neurology
Sechenov University
St. Augustine University of Tanzania
Université du Québec à Montréal
University of Chile
University of Derby - Data Sharing Agreement
University of Notre Dame Australia
University of Plymouth
University of the West Indies Mona
Vrije Universiteit Brussel (VUB)