

**University of Windsor
Senate**

5.6.3: **Internationalization Annual Report (2012-2013)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

1. Executive Summary

A. Introduction

The University has a strategic commitment to internationalization. The University's strategic plan, *Thinking Forward...Taking Action* (2010), calls on the University to "Promote international engagement through student recruitment, student and faculty and staff exchanges, and partnerships that complement our teaching and research strengths" (p. 20). This report will provides an update on how the University has progressed in 2012-13 to realizing its goals across the five dimensions of internationalization: academic initiatives, student recruitment and retention, faculty/staff/student exchange, international research and supportive services. For the full 2012-2013 Internationalization Report click here or below.
<http://www1.uwindsor.ca/internationalization/system/files/Moving%20Toward%20Campus%20Internationalization%202012-13.pdf>

B. Goals and Objectives of Reporting Year

Our internationalization goals are those stated in the University Strategic Plan (Office of the President, 2010, pp. 20-21) and placed under the primary five Strategic Plan goal areas below.

1. ***Provide an exceptional undergraduate experience:***

- Encourage faculty, student and staff exchanges and placements, as well as co-op and internship opportunities that offer an international experience.

2. ***Pursue strengths in research and graduate education:***

- Provide encouragement and support to University of Windsor centres or groups that have the capacity to significantly engage in international research and graduate training.

3. ***Recruit and retain the best faculty and staff:***

- None

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- None

5. ***Promote international engagement:***

- Encourage the engagement of every academic program in international initiatives as they are appropriate to the discipline;
- Compete effectively at a global level to attract and retain the best international students and manage international student enrolment opportunities sustainably in the context of institutional and program capacity and priorities; and
- Provide clear and consistent messages to potential international students and researchers about the benefits of studying or working at the University of Windsor, and provide supportive services for them when they are here.

C. Successes

- We have transitioned the former international student recruitment system to a multi-channel student recruitment system. We now have in place a world-wide network of 137 small, medium and large education agencies, with representation in 68 countries, who work to recruit international students abroad.

- This year, we returned to campus the registrarial services that were being performed during the past several years by Higher-Edge, Inc. We will shortly be transferring international undergraduate admissions from the International Student Centre to the Office of the Registrar where we expect to see enhancements to our international admissions operations.
- We have developed and implemented 127 international agreements, which includes 54 student exchange agreements, 59 memorandums of understanding, 17 transfer articulation agreements, six research agreements, two faculty exchange agreements and one cross-registration agreements. In 2012/13, the University entered into 15 international agreements in China, India and South Africa. We are currently working on agreements with 16 institutions in Brazil, China, Columbia, Japan, Libya, Thailand and Turkey.
- We implemented a faculty and student international summer school as a way of leveraging new relationships with universities in China. We hope to see this expanding in the coming years as we look to attract new partners to the summer school programs from a wider cross section of jurisdictions.
- Working with the Advisory Committee on Internationalization, we have developed a draft *Internationalization Plan*, which should be approved by year's end.
- During each of the past four years, we have administered i-Grad's International Student Barometer to assess international student satisfaction across the student experience. Results have assisted us in enhancing the international student experience, both in and outside of the classroom.
 - All but five (careers advice, employability, opportunities to teach, research, and work experience) of our learning indicators received favourable reviews by 8 or 10 students.
 - All but one (First Night) of our student support services indicators received favourable reviews by 8 out of 10 students, with most rated favourably by 9 out of 10 students.
- The University enrolled 2,834 full and part-time students in the fall 2013 students. Most (2,404) were enrolled at the undergraduate and graduate levels. Some (430) were enrolled in the English Language Improvement Program.
- Looking at our enrollment trends over the last five years, four trends are worthy of note; a) we are experiencing some healthy enrolment increases among course-based masters programs; b) while undergraduate international enrolment is leveling off, it shows a considerable decline in recent years; c) undergraduate international student retention is showing some strong gains; d) there is a noticeable gap in the graduation rate between international and Canadian undergraduate students.
- The University has a mature and successful student exchange program consisting of 54 student exchange agreements with universities around the world. Some student exchange highlights include:
 - There has been a decrease since 2009/10 in the inflow of exchange students to the University (7 students or 9%);
 - The outflow of exchange students has increased (27 students or 35%) since 2009/10; and
 - The highest outflow (77) of exchange students was in 2013/14.
- Co-op students are increasingly participating in international placements. In fall 2013, most (81%) of the co-op students place internationally were in Engineering (53). We have experienced a 51% increase in the placement of co-op students internationally since 2009.
- The Centre for Teaching and Learning sponsors the Visiting Fellows in Educational Development Program, which has in recent years hosted 29 fellows from Australia, Belgium, Canada, China, Jamaica, Nigeria, South Africa, the United Kingdom and the United States. Last year, CTL Fellows came from Australia, China, Nigeria and New Zealand.
- Research funding from international or international project sources has varied (high of \$2.5 million in 2008/09) over the last five years. Foreign contracts during this period have increased to a high of \$1,063,698 in 2012/13.
- International student services continue to mature. In the past few years we have:
 - We have changed staff roles in the International Student Centre to ensure they are fully supportive of all points in the international student life cycle, from marketing and recruitment through to graduation;
 - Moved the Office of Student and International Fairs to the first floor of the CAW Student Centre to increase its visibility and student access;
 - Moved the International Student's Centre to a newly developed facility on the second floor of Laurier Hall, which provides quality space for student services, international clubs and societies, and related administration;
 - Created a Multi-Faith Space on the lower level of the CAW Student Centre to support the spiritual needs of students, both international and domestic;
 - Moved the Centre for English Language Development to a permanent home on Wyandotte Street;
 - Hired the University's first coordinator of international student recruitment to support our wide-ranging international student recruitment program; and

- Developed a Nursing student placement in the ISC to help international students on health-related matters through information sessions, weekly email tips and displays.

D. Challenges

- The length of time it takes to establish new international agreements continues to be problematic. Competitor universities, especially those abroad, have an ability to develop and implement transfer agreements, collaborative academic initiatives, and related internationalization agreements in a much quicker timetable than is the case at Windsor.
- Infrastructure has been and will likely be a challenge for us going forward. We have made good progress with regard to international admissions and recruitment. However, we do not have adequate support in place to effectively develop and monitor international collaborative initiatives.
- English proficiency exam (i.e., TOEFL, IELTS) scores change frequently. The Registrar should be empowered to implement new exam scores consistent with the standards approved previously by Senate. In this way, we will ensure that English proficiency exam scores stay current.
- In order to be competitive in countries that do not have a Grade 12 level in their secondary educational system, it is important that we recognize foundation programs that provide this educational experience. As it is impractical to recognize foundation programs one at a time, Senate should consider developing a procedure by which foundation programs can be approved in a more time-sensitive manner.

2. Report

A. Internationalization Objectives

The objectives below, organized by the major Strategic Plan goals, are those developed by the Advisory Committee on Internationalization and included in the draft *Internationalization Plan*.

1. ***Provide an exceptional undergraduate experience:***

- Enhance international student retention strategies on an ongoing basis
- Ensure that the International Student Centre is welcoming and appropriately staffed
- Explore the expansion of career development support for international students, including the possible introduction of a customized career development program that incorporates tiered activities ranging from employability skills training, volunteer internships and job shadowing
- Continue to benchmark international student satisfaction with our international student experience and identify areas for improvement
- Explore ways to enhance support for international co-op students in the job search process
- Explore offering more culturally sensitive support campus-wide for international students (e.g., food, residence, recreation) and staff/faculty
- Enhance academic integrity education for international students at key points in the student cycle to ensure that international students better understand the Canadian higher education approach to learning and specifically Windsor's academic integrity expectations

2. ***Pursue strengths in research and graduate education:***

- Explore ways to enhance support for international development research projects in developing countries
- Review current MOU's which incorporate international research intentions
- Explore ways to mentor faculty members on the design and management of projects in international and development research
- Develop a way of tracking international research projects that takes into account both funding source and research topic

3. ***Recruit and retain the best faculty and staff:***

- Assess human resources in support of international student recruitment to ensure we have the right number and type of staff to support our international student recruitment plans

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- Liaise with Windsor-Essex ethnic communities to enhance support for international students

5. *Promote international engagement:*

Internationalization - General

- Develop and monitor effectiveness indicators for each of the dimensions of campus internationalization;
- Develop an overall business plan for internationalization;
- Establish a business development and relationship management process;
- Establish country-specific (e.g., China, India) strategies that incorporate all of the internationalization dimensions in a systematic manner; and
- Continue efforts to internationalize the curricula across the Faculties and provide assistance to support the development of international programs and activities.

Academic Initiatives

- Examine the international curricular opportunities for the development of new professional course-based masters or graduate diploma programs;
- Explore joint or double degree programs in selected areas;
- Explore the development of undergraduate degrees requiring international study;
- Develop a strategy for second language acquisition as an important aspect of developing global competency;
- Work to establish a co-op option in course-based masters programs;
- Work toward transnational delivery of programs in conjunction with international partner institutions;
- Explore development of a global competency certificate that incorporates international content coursework, foreign language coursework, international activities and international experiences;
- Continue to pursue international articulation/degree completion agreements;
- Establish a time table to review all existing international academic agreements with a plan to streamline agreements so that only those that are active are continued;
- Explore ways beyond student exchange to include international study on the academic transcript
- Establish internationally-focused non-credit continuing education income-generating projects (e.g., short-term and summer projects);
- Explore ways to streamline academic governance policies to enhance internationalization; and
- Establish effective supports to ensure that collaborative activities can be concluded in a time efficient manner.

Student Recruitment

- Implement the newly-approved multi-channel international student recruitment model;
- Align our strategic international enrolment goals with our international student recruitment agencies to increase overall international enrolment;
- Develop a recruitment strategy related to Canada's emerging international markets (e.g., Brazil, Russia, Turkey and Vietnam);
- Ensure that our recruiting agencies use accurate, clear and consistent recruitment messages;
- Design and implement a set of activities to enhance recruitment of American students;
- Review all processes relating to international student applications/admissions (both graduate and undergraduate) with a view to providing a fair, open, efficient and effective international student admissions process that is internationally competitive;
- Assess the effectiveness of our international recruitment activities to ensure we receive a good return on our investment;
- Work closely with the Ottawa-based Saudi Arabian Cultural Bureau to ensure the smooth flow of applications and admissions from fully-sponsored applicants under our agreement with the Bureau;
- Assess our international student scholarship/bursary program to ensure it is competitive;
- Develop an effective promotional effort with Public Affairs and Communications to present our internationalization successes locally, nationally and internationally;
- Continue to facilitate the enrolment of international students in co-op programs; and
- Explore reaching out to international alumni for the purpose of supporting student recruitment abroad.

Student/Staff/Faculty Exchange

- Explore new ways for faculty members to encourage and support student exchange;
- Develop procedures for faculty/staff exchanges;
- Develop a mobility bursary to support students who are on a student exchange;

- Establish a review timetable for current exchange agreements to ensure they are renewed in a timely manner;
- Develop new student exchange agreements in areas of student demand;
- Complete the development of an international travel policy to ensure the safety of students, staff and faculty while travelling abroad related to university-related matters;
- Develop support for students entering volunteer placements in developing countries;
- Continue to support existing co-op opportunities abroad and co-op exchange agreements and, where appropriate, include co-op in future study exchange agreements;
- Develop new exchange programs to support strategic institutional partnerships;
- Explore ways to more fully connect international and student exchange students;
- Canvass the Faculties annually to determine Faculty satisfaction with student exchange programs; and
- Support existing and develop new teaching fellow programs to enhance faculty exchange.

B. Future Actions/Initiatives

Our plans call for focusing our activities as follows:

- Moving the draft *Internationalization Plan* to approval and implementation; and
- Continuing with the implementation of the approved International Student Recruitment Model, which includes the following components:
 - ✚ A broad-based student recruitment model that discontinues exclusivity with a single recruitment firm and identifies major recruitment agencies that operate successfully in key markets, such as China, India, the Middle East and South Asia;
 - ✚ In-house capacity to encourage direct applications and to manage applications and offers efficiently;
 - ✚ A range of transfer articulation agreements with university partners around the world that will permit students to enter the University with advanced standing through 1+3, 2+2 and 3+1 links;
 - ✚ Local University offices in key markets, such as India and China, to market and recruit students directly;
 - ✚ A University pathways program for students who have not reached the University's entrance requirements;
 - ✚ Delivery of part or whole programs outside Canada;
 - ✚ Increased use of alumni as ambassadors for the University in recruiting new students; and
 - ✚ More connectivity between the recruitment program and the Faculties, especially the deans and senior administration to ensure both transparency and accountability.

C. Recommendations for Senate consideration

- The length of time it takes to establish new international agreements continues to be problematic. Competitor universities, especially those abroad, have an ability to develop and implement transfer agreements, collaborative academic initiatives, and related internationalization agreements in a much quicker timetable than is the case at Windsor. Senate should review approval procedures and consider streamlining them where appropriate.
- English proficiency exam (*i.e.*, TOEFL, IELTS) scores change frequently. The Registrar should be empowered to implement new exam scores consistent with the standards approved previously by Senate. In this way, we will ensure that English proficiency exam scores stay current.
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D. References

Office of the President (2010). Thinking Forward...Taking Action. Windsor, ON: University of Windsor. Available online at: <http://www1.uwindsor.ca/sites/default/files/TakingAction.pdf>.