

**University of Windsor
Senate**

*5.6.1: **Internationalization Annual Report (2020-2021)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

1. Executive Summary

A. Introduction

Internationalization has been one of the most critical factors shaping the Canadian higher education sector in the last three decades. As a term initially used widely in the 1980s to promote international studies, educational exchange and technical assistance (Klasek, 1992), it has evolved as a transformative process in response to and as agents of the pervasive force of globalization to the integration of an international, global, intercultural and comparative perspectives into the teaching/learning process and program content. It shapes the institutional ethos and values and touches the entire higher education enterprise (Hudzik, 2011).

Comprehensive internationalization impacts all aspects of campus life and is framed by our external relationships, frames of reference, partnerships, and relations. It discusses the international dimension of higher education and includes the following key activities: academic and student mobility, cross-cultural learning, and institutional partnerships and networks. However, because it means different things to different people, it is used in many ways. As argued by Jane Knight, a seminal scholar in this space, although it is encouraging to see increased attention to and use of internationalization, there is often a great deal of confusion about what it means, including at the University of Windsor.

COVID-19 Amendment:

This report covers the period of January 1, 2020 – April 30, 2021; however, we would be remiss not to recognize the current impact of the Covid-19 pandemic on our internationalization efforts, specifically student and academic mobility. Increasing the diversity of our student population is a top priority of the University, even prior to Covid-19.

B. Goals and Objectives of Reporting Year

1. *Provide an exceptional and supportive undergraduate experience*

- Facilitate the recruitment, conversion, and successful transition of international undergraduate students
- Create or promote pathway programs to enable access to high-quality undergraduate education
- Foster the process of integrating an international, intercultural or global dimension into the formal and informal curriculum for all student within a domestic learning environment (Beelen & Jones, 2015)
- Support increased participation in outbound international mobility programs, including community-engaged learning abroad, faculty-led programs, research, and student exchange
- Enhance supports available to international students to ensure that they have a rich learning and cultural experience
- Facilitate establishment and maintenance of articulation and degree completion agreements

- Implement periodic feedback and evaluation mechanisms to monitor decision-making, expectations, perceptions and intentions of international students

2. *Pursue strengths in research and graduate education*

- Facilitate the exchange of scholars (professors, advanced graduate fellows, or 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 academic and non-academic staff opportunities to participate in mobility programs, such as ERASMUS+, etc.
- Support enhancing the international competence and experience of faculty and staff

4. *Engage 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*

- Support increasing the capacity of our students, faculty, staff and alumni to engage internationally
- Support the enhancement of our global presence and reputation
- 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

C. Successes

1. *Provide an exceptional and supportive undergraduate experience*

- 1.1 Evaluated and actioned critical recommendations outlined in the Barton Carlyle International Recruitment and Admissions review, including:
 - In collaboration with Academic Faculties and the University's Strategic Enrolment Management Executive Committee (SEMX) Started preliminary work to develop an International Enrolment Management Strategy, which once finalized will be shared with the campus community online
 - Secured institutional engagement in support of the strategy
 - Carrying out sustained, intensive recruitment activities which build and maintain international relationships
 - Increasing awareness of the university in a broad, relevant range of markets
 - Proactively managing the relationship with agents
 - Streamlining admissions procedures and outcomes
- 1.2 Developed and implemented a comprehensive strategy to diversify our international student population, including:
 - Establishing regional in-country representatives to facilitate direct recruitment and a more diverse study body
 - Establishing a more robust global in-country Agent network
 - Evaluating Agent and In-country performance (e.g., # students referred, yield, student feedback, calculate market-specific ROI)
 - Exploring transnational education opportunities, such as with Chitkara University ((Chandigarh, India) and the University of Canada in Egypt (Cairo, Egypt)

- Investing in strategic international partnerships
 - Developing alternative enrolment tactics, such as the creation of new degree completion pathways
 - Created a new Regional Excellence Scholarship Program
- 1.3 Realize synergies between Student Recruitment, Marketing and Communications and the Registrar's
 - 1.4 Secured funding to examine faculty-lead mobility under the Government of Canada's Outbound Student Mobility Pilot Program
 - 1.5 Secured an agreement with Air Canada to help international students find affordable flights
 - 1.6 Received approval for our COVID-19 Readiness Plan to enable an international student who was not in Canada before the pandemic to travel to Canada
 - 1.7 Supported updates to the University's English Language Proficiency requirement to include publicly assisted universities and private language training providers (S201113-5.6.1)
 - 1.8 Adjusted our admissions procedures to be more flexible and accommodating as a result of COVID-19, such as accepting the Duolingo English Proficiency Test and revising critical deadlines
 - 1.9 Established a new pathway partnership with the International Language Academy of Canada
 - 1.10 Facilitated the establishment or renewal of five international undergraduate exchange agreements
 - 1.11 Invested \$700k into three scholarships and experiential learning programs designed to relieve some of the financial strain experienced by international students impacted by the COVID-19 pandemic
 - 1.12 Facilitated 12 applications for funding under Global Affairs Scholarship programs for in-bound student mobility
 - 1.13 Actively promoted UWindsor's new fixed tuition guarantee for international students

2. *Pursue strengths in research and graduate education*

- 2.1 Facilitated the establishment or renewal of 7 international partnerships agreements
- 2.2 Facilitated four applications for funding under Global Affairs Scholarship programs for graduate student mobility

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

- 3.1 Hired a new Manager of International Recruitment and Partnership Development, Deena Wang
- 3.2 Hired a new Agent Relationship Assistant, Shawna Munro
- 3.3 Established an International Faculty Mentorships grant program to support the faculty development
- 3.4 Facilitated 13 applications for funding under Global Affairs Scholarship programs for faculty/staff mobility
- 3.5 Expanded the Student Ambassador Program to ensure voice and relevance to those inquiring from outside Canada, but also to advance understanding of international considerations among our student staff

4. *Engage Windsor-Essex community*

- 4.1 Participated in discussions on how to promote international students' reliance, employment and transition to permanent residence as part of the Building Migrant Resilience in Cities Windsor City Network project hosted by York University (January 23, 2020)
- 4.2 Facilitated research examining the similarities and difference in labour market experiences and outcomes of international and Canadian born students in collaboration with Roopa Desai Trilokekar, Faculty of Education, York University

5. *Promote international engagement*

- 5.1 Finalized the implementation of the MoveOn International Partnership Management and Mobility Platform
- 5.2 Launched a new Global Engagement website – uwindsor.ca/global
- 5.3 Adopted DocuSign to assist the University in the management of electronic agreements

- 5.4 Conducted preliminary feasibility workaround future transnational education opportunities
- 5.5 Collaborated on the development of a unique degree completion pathway and Academic Mentorship between Chikara University (Chandigarh, India) and the Odette School of Business
- 5.6 Consolidated facilitation of international engagement under one centralized area of responsibility

D. Challenges

1. **COVID-19**

The UWindsor's internationalization plan faces unprecedented challenges when the world is battling with the COVID-19 pandemic for over a year. The pandemic has affected all areas of life where the UWindsor has been operating on an essential service-only model since March 2020. Almost all in-person services and lectures have been moved online.

The pandemic has caused a substantial impact on our internationalization and international student enrolment efforts. The massive amount of deferral requests and dramatically increased inquiries have also used up many resources in various areas (admissions, faculty and services). International students are mainly self-funded and seek an international cultural experience and a better life through the education experience. In a pre-pandemic world, global education motivates international students to study abroad with new cultural experiences and economic opportunities. The economic impact caused by the pandemic is affecting the student and their families' purchasing power. The border closures and online learning are also limiting student's experience and opportunities to rehome in Canada. The students and families are also concerned about the safety and health of the students in a foreign country without friends and families.

International mobility programs have also been put on hold due to the border closures, health concerns, and a shift to an online learning experience.

2. **Internationalization of the curriculum**

There has been increased interest in the internationalization of the curriculum in theory and practice over the recent years. Internationalization of the curriculum can connect broader institutional agendas with student learning, especially as all students live in a globalized world as professionals and citizens. Internationalization of the curriculum is the process of incorporating an international, intercultural or global dimension into the content of the curriculum and the learning outcomes, assessment tasks, teaching methods and support services of a program of study (Leask, 2015). This definition highlights the need to move beyond approaches to the internationalization of the curriculum based on inputs such as content, optional experience and activities for a few students with no direct link to international and intercultural learning outcomes. UWindsor had not developed a systematic method for tracking or reporting on the internationalization of the curriculum.

2. **Report**

A. Area's Goals and Objectives and the University's Strategic Plan

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

- 1.1 Evaluated and started actioning critical recommendations outlined in the **Barton Carlyle International Recruitment and Admissions review**, including development of an international enrolment management strategy, institutional engagement in support of the strategy, sustained and intensive recruitment activity, strong awareness of the University in a broad, relevant range of markets, proactive agent relationship management and incentivization, streamlined and effective admissions processes and outcomes, and adequate international student support infrastructure.

- 1.2 **Diversify our international student population:** Developed a comprehensive strategy, including undertaking, sustained intensive recruitment activities, raising awareness across a broad, relevant range of markets, proactively managing and supporting third-party agents, streamlining admissions processes and enhancing the provision and delivery of international student supports.

To better support our internationalization agenda and international student recruitment activities, we established in-country offices in key markets, including East Africa, West Africa, Europe and Central Asia - Russia, Eastern Asia – China, Southeastern Asia – Vietnam, Eastern Asia – South Korea, and Latin America. Each in-country office is staffed by a dedicated individual responsible for supporting agents, recruitment, application management, pre-departure supports and facilitating faculty and staff travel in their assigned territories. Performance metrics for both in-country recruiters and our agent network are currently under development.

- 1.3 **Recognize synergies within Student Recruitment:** Evaluated the current practice for the recruitment of international students, identify shared activities, areas of synergy and addressed duplication of efforts. Identified opportunities to better collaborate with colleagues in the Registrar's Office to better support efforts in adjudicating applications, specifically, supporting incomplete applicants, follow-up and conversion activities.

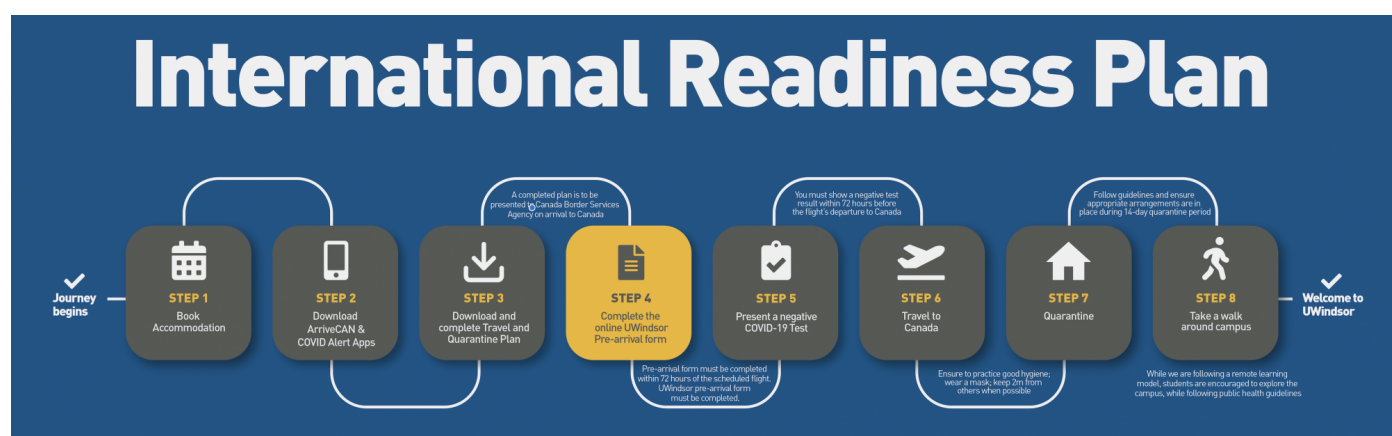
- 1.4 As part of our internationalization strategy, we looked to expand the number of opportunities for students to develop their global competencies by providing more **short-term faculty-led study abroad opportunities**. We recognize that traditional exchange programs are popular and provide a culturally immersive experience. Still, not all students have the time, money or are enrolled in a program that aligns with these experiences. Short-term programs can increase cultural sensitivity, improve student confidence, heighten an appreciation for other cultures, increase international functional knowledge, deepen an understanding of global interdependence, increase interest in working in a foreign country, enhance interest in further study abroad, and spark interest in interdisciplinary studies.

Interest in short-term study abroad trips has increased significantly on our campus over the last few years; however, the number of available opportunities for students has not kept pace with demand, often limited by the number of faculty or partnerships offering these opportunities. We recognize that highly regarded and already internationally engaged faculty play a key role in facilitating internationalization, often themselves leading short-term international mobility initiatives with their students. However, we also recognize that the bulk of our faculty is apprehensive about taking students abroad because of many factors, primarily focused on the lack of knowledge or experience with short-term mobility programs combined with absent institutional resources, tools, and supports. Therefore, to assist in expanding our capacity to offer short-term faculty-led international study abroad programs, we carried out the following research and capacity-building activities:

- Conducted research to identify barriers that hinder short-term mobility at Canadian post-secondary institutions, including running a focus group with key informants and distributing a student survey.
- Conducted an environmental scan on effective practices at Canadian post-secondary institutions around short-term mobility, including methods for identifying locations, facilitating travel, pedagogical approaches, techniques for aligning to curriculum/learning outcomes, faculty/student promotions, mental health, safety and well-being, liability, and program evaluation.
- Researched and identified third-party partners (e.g., Projects Abroad) to help expand the number of short-term mobility opportunities for students, such as community service-learning providers and foreign universities.
- Started the development of a dedicated website about short-term faculty-led international mobility, with resources, student and faculty testimonials, examples, and associated contacts. Once finalized the content will be made available via uwindsor.ca/global.

- In collaboration with the University's Centre for Teaching and Learning and Office of Experiential Learning, designed, developed and delivered a workshop on short-term faculty-led international mobility programs.

- 1.5 Agreed **with Air Canada** to help international students facilitate the flight booking process while offering exclusive promotional rates for our students as they start their educational journey.
- 1.6 To reopen to international students who aren't currently in Canada, the Government of Ontario had to approve a **COVID-19 Readiness Plan** confirming our commitment to protect the health and safety of all students, staff and the community. The Institutional international students' readiness plans meet all federal and provincial requirements regarding pre-arrival, quarantine and post-quarantine. It also outlines our understanding of the provincial health and safety requirements regarding our overall COVID-19 response plan, outbreak and case management, mandatory testing, quarantine and post-quarantine requirements. Since approval, the University has supported the safe travel of 780 students under our readiness plan.



- 1.7 Supported updates to the University's English Language Proficiency requirement to include **publicly assisted universities and private language training providers** (S201113-5.6.1)

The approved changes allowed applicants to demonstrate English language proficiency via established pathway programs offered by publicly assisted Universities and pre-qualified private language providers. This enables the University to diversify our international student body provide another avenue for and source of undergraduate international students, including by home/source country and degree level.

- 1.8 Adjusted our admissions procedures to be more flexible and accommodating as a result of COVID-19 without reducing the quality of admitted students, such as accepting the Duolingo English Proficiency Test and revising critical deadlines.
- 1.9 Established a new pathway partnership with the International Language Academy of Canada
- 1.10 Facilitated the establishment or renewal of international undergraduate exchange agreements with Central Queensland University (Australia), University of Essex (UK), University of Strasbourg (France), Université du Québec à Montréal (Canada), among others.
- 1.11 Invested an additional \$700k into three scholarships and experiential learning programs designed to relieve some of the financial strain experienced by international students impacted by the COVID-19 pandemic
- 1.12 Facilitated applications for funding under Global Affairs Scholarship programs for in-bound student mobility

The Emerging Leaders in the Americas Program (ELAP) scholarships and Study in Canada scholarship are funded by the Government of Canada to support institutional collaborations and student exchange agreements between post-secondary institutions in Canada and eligible countries/territories. In 2020/22, we facilitated six applications, of which three were funded but all delayed due to COVID-19 (see table below). We have supported another nine applications for this year, and a decision should be received by early June 2021.

Category	2020-21		
	Applications	Funded	Participated
Student Exchange	3	3	Delayed due to COVID-19

Category	2021-22		
	Applications	Funded	Participated
Student Exchange	9	TBD	TBD

- 1.13 Supported the approval of the UWindsor Tuition Guarantee program for international students. The UWindsor Tuition Guarantee program provides financial predictability for international students and their families. Choosing a university abroad is one of the most important decisions for students and families. Removing the financial uncertainty that comes from annual tuition and fee changes will make the costs of studying abroad more predictable and more manageable to do the financial planning for international students, especially during the pandemic.

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

- 2.1 Facilitated the establishment or renewal of seven international partnerships agreements including Akademia Sztuki Wojennej (Poland), Daffodil International University (Bangladesh), Kremenchuk Mykhailo Ostrohradskyi National University (Ukraine), ICEAP Pathway for MEd Programs (China), etc.
- 2.2 Facilitated applications for funding under Global Affairs Scholarship programs for graduate student mobility:

Category	2020-21		
	Applications	Funded	Participated
Student Research	3	2	Deferred

Category	2021-22		
	Applications	Funded	Participated
Student Research	1 *Impacted by COVID-19	TBD	TBD

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

- 3.1 Hired a **new Manager of International Recruitment** and Partnership Development, Ms. Deena Wang

Reporting to the Associate Vice-President, Enrolment Management and the Director, Student Recruitment, this role is responsible for managing the University's International Strategy, with an immediate focus on the recruitment of international students and the development of current and new international markets and partnerships. In support of these aims, Deena works with a range of different stakeholders to drive forward our international activities, including our Global Recruitment Teams worldwide, major Marketing teams and academic colleagues. Deena is responsible for developing and executing actions to achieve international student recruitment targets, developing existing and future

global target markets and ensuring smooth and effective integration with the University's Admissions processes.

3.2 Hired a **new Agent Relationship Assistant**, Shawna Munro

The Barton Carlyle International Recruitment review (2019) identified the need for the University to implement systems, incentives and analysis to ensure that agent relationships support the achievement of strategic enrolment goals. Thus, we created a new position to work systematically with agents, based on application volumes and flows, to better support their efforts in building student interest in Windsor.

3.3 Established an Internationalization grant program to support the Academic Mentorship Program between UWindsor and Chitkara University (India). This program supports faculty engaging in identified projects that will help integrate international and intercultural perspective and content into teaching, learning, research, and campus life.

In 2020/21, support was provided to two faculty members' efforts to collaborate with one of the University's international university partners and participated in activities that will enhance their international experience and knowledge and foster relations between UWindsor and its partner institutions. Activities include, but are not limited to, delivering lectures, teaching a course, and developing or conducting collaborative research.

We hope to expand this program out to the broader campus community in the upcoming academic term.

3.4 Facilitated applications for funding under **Global Affairs Scholarship programs** for faculty/staff mobility.

The Government of Canada's Faculty Mobility for Partnership Building Program aims to increase the number of institutional collaborations and student exchange agreements between Canadian and non-Canadian institutions eligible under the [Emerging Leaders in the Americas Program \(ELAP\)](#). The primary objective of the projects is to create new agreements with host institutions or strengthen existing agreements by awarding grants to faculty members to teach or conduct research for a short term in ELAP-eligible countries (Caribbean, Central and South America, and Mexico).

Category	2020-21		
	Applications	Funded	Participated
Faculty Mobility	5	3	Deferred due to COVID-19

Category	2021-22		
	Applications	Funded	Participated
Faculty Mobility	8	TBD	TBD

3.5 Expanded the Student Ambassador Program to ensure voice and relevance to those inquiring from outside Canada, but also to advance understanding of international considerations among our student staff

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

4.1 Participated in discussions on how to promote international students' reliance, employment and transition to permanent residence as part of the Building Migrant Resilience in Cities Windsor City Network project hosted by York University (January 23, 2020)

Established in 2016, the Building Migrant Resilience in Cities (BMRC-IRMU) is a research partnership and a multi-sector collaboration hosted at York University. It draws on over 20 years of experience in bringing

together a range of key actors working on immigration and settlement issues through [CERIS](#), a leading Ontario network of migration and settlement researchers, practitioners, and policymakers. The initiative explores social resilience to examine how institutions can facilitate migrant settlement in urban areas across Quebec and Ontario. BMRC generates new knowledge for academic debate and discussion that will be made readily available to decision-makers and practitioners who strive to enhance migrant settlement.

- 4.2 Facilitated research examining the similarities and differences in labour market experiences and outcomes of international and Canadian-born students in collaboration with Roopa Desai Trilokekar, Faculty of Education, York University and the University of Windsor. Insights gained will be publicly disseminated on our Global Engagement website once received.
- 4.3 International students account for approximately 23% of the total student population, contributing between \$15.4- 23.1k to our local region, excluding tuition and supplementary fees (KPMG, 2021). In total, student expenditures made by non-local students by non-local student are estimated to be \$134m in 2018-19. Supported efforts the City of Windsor's Planning Department as it relates to housing and transit services for international students. Continued to collaborate with St. Clair College around shared challenges and opportunities pertaining to international students.

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

- 5.1 Finalized the implementation of the **MoveOn International Partnership Management and Mobility Platform**.

MoveOn enables the university to collate and consolidate all mobility activity in one place online to support increasing numbers of incoming and outgoing students. It is used to nurture partner relationships by tracking all types of connections, from informal collaborations to formalized partnership agreements in one spot. By providing a single source of data, MoveOn improves reporting and risk management and enabling the university to measure progress towards realizing our internationalization goals.

- 5.2 Launched a new **Global Engagement website** – uwindsor.ca/global

The University of Windsor Global is the central hub where you can connect to global resources and mobility initiatives at the University of Windsor, including browsing all our partner universities and agreements.

Global Engagement Goals:

- Encourage the engagement of all academic programs in international initiatives and collaborations
- Recruit and retain the best international students and manage international student enrolment opportunities sustainably in the context of the University of Windsor's program capacity and priorities
- Promote faculty, student and staff exchanges and placements, as well as co-op and internship opportunities that offer an international experience
- Provide encouragement and support to University of Windsor groups that can engage in international research and graduate training opportunities
- 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 services to support a successful experience

- 5.3 We adopted **DocuSign** to assist the University in the management of electronic agreements.

The implementation of DocuSign provides the University with the ability to complete contracts, approvals and other agreements electronically, including international partnership agreements and agent

contracts. Agreements can be sent and signed securely from virtually any device. It eliminates manual tasks and increases convenience for our agents and partners while saving the university money by reducing hard costs and improving employee productivity.

5.4 We have conducted preliminary feasibility workaroud future **transnational education opportunities**.

During the last decade, the scope and scale of higher educational institutions moving across borders to deliver academic programs and qualifications in foreign countries have expanded dramatically (Knight, 2016). Instead of students moving to foreign countries, transnational programs move to the students in their home country, providing more opportunities to pursue an international degree, increases exposure to pedagogies from foreign countries, and mitigating issues associated with adaptation and culture shock.

Before the COVID-19 pandemic, delegates from the University travelled to Chandigarh, India, to learn more about delivering programs abroad through a partnership with Chikara University. Representatives met with the Canadian Consul General, toured the Chitkara University campus, met with senior academic leaders and held an open house session with prospective 2nd-year students and parents interested in transferring to the University of Windsor in their 3rd year.

5.5 Collaborated on the development of a **degree completion pathway with Chikara University** (Chandigarh, India).

Students in India can now enrol in the Bachelor of Commerce degree at Chikara University and transfer after two years of study in India to the University of Windsor and graduate with a 4-year B.Comm (Honours Business Administration) degree. In Fall 2021, 11 undergraduate students started their degree in India and are scheduled to join Odette in 2023.

5.6 Consolidated the facilitation of international engagement under one centralized area of responsibility. The University of Windsor is engaged in activities throughout the world, creating a global university environment and furthering its international profile. The institution has more than 300 international collaboration agreements with governments, universities and other organizations in over 80 countries. These agreements support various activities such as student and faculty mobility, development of research connections, provision of training programs and other initiatives.

B. Future Actions/Initiatives

Advocate for the University's adoption of a **Comprehensive Internationalization Framework**, or the strategic, coordinated process that seeks to align and integrate policies, programs and initiatives to position the University of Windsor as more globally orientated and internationally connected. Elements to consider may be an articulated institutional commitment to internationalization, the leadership, structure and staffing to implement internationalization, inclusion of an international perspective or experience into student learning and supporting both the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at UWindsor.

In collaboration with the Office of the Provost and Vice-President Academic and other campus-stakeholders, investigate feasibility and benefits of establishing a **Global Engagement / International 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 and global business to produce world-leading research, supporting experiential education opportunities through international mobility and further engage with overseas alumni.

The UWindsor in-country representative team is tasked with managing the top of the sale funnel for undergraduate recruitment in their respective territories. Branding, lead generation and prospect conversion

to applicant are critical responsibilities of the team. Currently, leads are generated through the agent channel, student fairs and direct enquiries. Conversion activities are mainly done through email communications. A regional social media presence will significantly help to brand the institution, resulting in more leads generated and higher conversion metrics throughout the funnel. Therefore, we look to **develop and implement an international social media strategy** for use by in-country representatives in Latin America, Africa, SE Asia and Europe and repurposed for WeChat (China), Naver (South Korea) and WhatsApp, including:

- Develop regional social media channels for representatives to promote UWindsor and engage potential students
- Leverage student-friendly content to generate leads and help with applicant conversion
- Promote regional activities to relevant audiences
- Share local student stories and provide connection to student ambassadors

Adopt an International Partnership Assessment Rating System (IPARS) to strategize better our internationalization efforts 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 the University to enter into 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 a comprehensive system.

Develop and implement a clear, fulsome and coherent **International Enrolment Management (IEM)** plan, including:

- Coordination and collaboration of internationalization;
- Management of enrolment operations (e.g., reporting and real-time interventions);
- Market analysis and insights (e.g., conducting ongoing market research, intelligence and analysis);
- Enrolment communications;
- Financial investments towards enhancing international scholarships and student/scholar supports (i.e., pre-departure and transition support program); and,
- Enhancement of recruitment and admissions practices, including administration, analysis and development of global enrolment partner networks

Evaluate the academic success of international students based on their method of satisfying the University of Windsor's English language proficiency requirements, such as the provision of an acceptable score in a standardized language examination, successful completion of the University's English Language Improvement Program (ELIP) or country- and institutional-specific exemptions. Possibly include analysis and reporting on the relative academic success of international students, such as GPAs, graduation rates, employment and settlement.

C. Recommendations for Senate consideration (if any)

None.