

**University of Windsor  
Senate**

**5.6.3: Internationalization Annual Report (2019)**

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 1980's 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 aspect of campus life and is framed by our external relationships, frames of reference, partnerships, and relations. It is used more and more to discuss the international dimension of higher education and can include the following key activities: academic and student mobility; cross-cultural learning; and, development of institutional partnerships and networks. However, because it means different things to different people, it is used in a myriad of 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.

It is relatively safe to say that most people on campus equate internationalization to in-bound fee-paying international students and not vast number and types of international initiatives undertaken by higher education institutions under the two interdependent pillars of internationalization "at home" and "abroad". At present, we have not adopted a clear working definition for internationalization @ UWindsor, nor articulated a framework to guide these activities; however, as you will read later this report, we hope to undertake collaborative steps in 2020 to better foster comprehensive internationalization on campus.

In this report, we attempt to outline a broad selection of international activities to show internationalization as an institutional imperative, not just a desired possibility. The global reconfiguration of economies, systems of trade, research, communications, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization to ensure we prepare graduates, our community, and society for the future.

2019 was a productive year in terms of internationalization activities, including those related to recruitment, collaborations, and engagement. This report summarizes these activities.

**Covid-19 Amendment:**

*This report covers the period of January 1 – December 2019; 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. As outlined in the Annual Report below, a review of our international recruitment and admissions practices was undertaken to support this priority; however, colleagues should recognize that given Covid-19 is a global pandemic, a more diverse student body would likely be equally affected by the widespread impacts of this disease, including global travel bans and restrictions.*

## **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 work 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**

Partially implemented a new **International Mobility Management** system (MoveOn) to enable the collection, collaboration, and management of mobility activity from across the institution in one place, online, thereby, making a better experience for students and staff, reducing administration, making the international office more effective and efficient, creating more time to focus on what matters most – the student.

1. Partially implemented a new **International Partnership Management** system within MoveON to record partner relations in one place, online in a purpose-built CRM to better manage agreements, renewals and interactions that can be accessed across the University. It will enable us to promote and nurture our international presence to both internal stakeholders and new potential partners and report on international relations to help achieve our internationalization goals.
2. **International recruitment** has moved from the former Office of the Vice-Provost International Development into Student Recruitment, thereby centralizing recruitment operations into one location and leadership team.
3. Supported a full **review of international recruitment and admissions practices** conducted by Pamela Barrett and Associates from Barton Carlyle. The review included identification of practices to proactively manage global risks, evaluation of international recruitment and admissions practices via value stream mapping and in-person interviews, allocation of resources and to provide a roadmap on how to improve effectiveness of institutional efforts with the goal of developing a comprehensive International Recruitment Strategy for the next 3 – 5 years. The outcomes of this engagement will help the institution better navigate the increasingly competitive global recruitment landscape.
4. To better support our internationalization agenda and international student recruitment activities, the University established an **in-country office in New Delhi, India** to provide outreach counseling, application support, and agent management in South Asia (India, Sri Lanka, and Bangladesh), the Middle East, and Africa. In 2019, we welcomed to our team Neharika Kataria, as a Student Recruitment Advisor, who is based in our India office. We continue to refine the engagement and business practices associated with the increased bandwidth associated with having in-country representatives, including how they interact with prospective students, applicants, agents, counsellors, consultants and parents and the coordination of effort with their Canadian counterparts and colleagues.

## **D. Challenges**

We continue to operate with a limited budget, small staff complement and competing priorities, reducing the number of initiatives underway at any given time. However, we continue to collaborate with other areas (or Faculties, AAUs, and individual faculty members) to further internationalize the University. At a macro level, the University of Windsor faces challenges that are outside of 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 make further investments in promoting the institution abroad.

At a micro level, inequitable inbound international student mobility continues to place pressure on some faculties (i.e., Faculty of Graduate Studies) and disciplines (i.e., STEM) more than others. UWindsor, like other Canadian Higher Educational Institutions (HEIs), faces financial and credit risks associated to the lack of diversity in our international student body with a vast majority of students originating from India, China, Nigeria, etc. In addition, English language training enrolment has decreased over time as incoming students are either meeting language proficiency requirements prior to their admission and/or academic programs no longer considering English language learners as "competitive" (i.e., rejecting students with an IELTS 5.5) vs. conditionally admitting into ELIP.

## **2. Report**

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

#### **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 enable Faculties to communicate to students how an international experience can be incorporated into their degree
- Increase student participation in mobility programs
- Enhance supports 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/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 opportunities for both academic and non-academic staff to participate in mobility programs, such as ERASMUS+, etc.

#### **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***

- Increase the capacity of our students, faculty, staff and alumni 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**

1. Develop and implement a strategy to **diversify our international student population**, including undertaking sustained 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 supports.
2. 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?

To strategize our internationalization efforts, 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 that we are entering 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 creation of a comprehensive system.

3. In collaboration with 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: 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.
4. 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 maybe 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.
5. **Recognize synergies within Student Recruitment:** Evaluate current practice for the recruitment of both domestic and international students, identify shared activities, possible areas of synergy and address any duplication of efforts. Collaborate with colleagues in the Registrar's Office to better support their efforts in adjudicating applications, specifically, supporting incomplete applicants, follow-up and conversion activities.
6. Develop and implement a clear, fulsome and coherent **International Enrolment Management (IEM)** plan, including:
  - a. Coordination and collaboration of internationalization
  - b. Management of enrolment operations (e.g. reporting and real-time interventions)
  - c. Market analysis and insights (e.g. conducting ongoing market research, intelligence and analysis)
  - d. Enrolment communications
  - e. Financial investments towards enhancing international scholarships and student/scholar supports (i.e., pre-departure and transition support program)
  - f. Enhancement of recruitment and admissions practices, including administration, analysis and development of global enrolment partner networks
7. **Evaluate the academic success of international students** based on their method of satisfying the University of Windsor's English language proficiency requirements, such as 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 comparative academic success of international students, such as GPAs, graduation rates, employment and settlement.

8. Evaluate and action any recommendations outlined in the Barton Carlyle **International Recruitment and Admissions review**.
9. Finish the implementation of the MoveOn **International Partnership Management and Mobility Platform**.
10. A significant portion of our international students engage the services of a third-party recruitment partner to help in navigating the global higher education sector. These agents are a critical partner in our multi-faceted recruitment strategy and must be better supported, especially if we seek them to actively promote the institution to highly qualified students.

Therefore, investigate the feasibility of **enhancing the University's Agent Management System (AMS)** to enable authorized educational agents to have timely access to vital information to support their work on our behalf, including view offer status and letters of acceptance, upload visa/study permit information, and view deposit / payment receipts for their clients. Evaluate agent activity including quality of applicants and conversion rates.

### **C. Recommendations for Senate consideration (if any)**

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, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”.

To determine if we sit upon the spectrum “internationalization”, it would be beneficial if the PDC form and/or UWinsite Student system could include a method to identify and articulate how the course(s)/degree learning outcomes builds an international, intercultural or global dimension within the curriculum, if applicable. This also provides an opportunity to raise awareness of the process with faculty, staff, and students.

### **References:**

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