



Higher Education
Quality Council
of Ontario

An agency of the Government of Ontario



**The Global Competition for International
Students as Future Immigrants:
The Role of Ontario universities in translating
government policy into institutional practice
Appendix**

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Published by

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Cite this publication in the following format:

El Masri, A., Choubak, M., Liltchmore, R. (2015) *The Global Competition for International Students as Future Immigrants: The role of Ontario universities in translating government policy into institutional practice Appendix*. Toronto: Higher Education Quality Council of Ontario.

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Appendix A: Additional Tables/Figures

Table 2: Inclusion and Exclusion Criteria for University Web Data

Inclusion criteria	Exclusion criteria	Rationale
1. Institutions – University	Other postsecondary institutions, e.g., colleges	Most IS enrol at university; growth higher in this sector
2. Information pertaining to IS – Undergraduate	IS – Graduate	Largest number of IS in Canada are undergraduates; prevent confounding factors if undergraduate and graduate information combined
3. All central university student service offices (e.g., IS office and recruitment services, career services, counselling services, alumni services, language support services that provide services to IS as part of their mandate)	Individual faculty, departments, program student service offices. Student organizations and clubs including those exclusive to IS	Narrow focus and ensure feasibility of data collection
4. Most recent strategy and policy documents (e.g., 2012-13); a priori set of strategy documents submitted to the government (e.g., Multi-year Accountability Agreement, Strategic Mandate Agreement etc.)	Earlier versions of current documents; individual department documents	Focus on current vs. historical context of university policy and practice Ensure feasibility of data collection

Note: A focus on central university offices captures institutional level management and coordination, staff capacity and student capacity building within the academic, social and professional service domains across all four years of undergraduate study.

Figure 21: Sample of Categorization Individual Campus Data into a Compiled Summary Sheet for Web Scans

Career services targeting IS			Innovative initiatives
Resume writing/ Job search	On-campus jobs+ Volunteer opportunities	Off-campus jobs services	
√	√	√	TEXT

1) policies/strategies, and 2) programs/services, with a sub-category for best practices, if applicable. It outlined in detail for each university (and individual campus) the specific policy/program and/or service mentioned on the website, its full description as it applied to IS, and a link to the website and/or reference sources. The compiled summary sheet mapped all institutions by the presence or absence of specific policies/programs and services. We associated categories/sub-categories of policies, programs and services by the three major spheres of activity we were interested in: academic, social and professional (including employment and immigration support). This compiled sheet included both quantitative and qualitative data and provided us a comparative bird’s-eye view of the most common as well as distinctive and/or innovative program/service approaches.

Figure 22: Section of Validity Matrix Mapping between Web Scans, Surveys and Research Questions

Research Question	Web-scan		Survey Questions (general)												
	Policies	Services	University Policy Qsts				Service Provisions Qsts				Immigration Support				
			1	2	3	4	1	2	3	4	1	2 (demo)	3	4	
1a)	X						x					x			
1b)	X														
2a)		X						X							
2b)		x													
2c)		x													
3a)													X	X	
3b)									X	X					
3c)			x	x	x	x	X					x			

Research Questions

- 1 a How are provincial and national policies to attract IS as future immigrants acknowledged by Ontario universities in their mission statement/goals/visions and/or strategic plans?
- b What is/are the explicitly and implicitly stated role of the universities in relation to these provincial/national policies?
- 2 a What are the range and types of programs and services offered for IS by Ontario’s universities?
- b How do these programs and services meet the academic, social and professional engagement needs of IS?
- c How do they meet the needs of IS over their student life cycle, in particular post graduation and employment?
- 3 a What do university staff perceive as factors that facilitate and hinder the transition of IS as future immigrants?
- b What do they perceive as strengths and gaps in their programs and services in supporting IS students as future immigrants?
- c How do they think government policies (national/provincial) have impacted the IS experience and IS services and programs?

Appendix B: Best Practices

1. Institutional Best Practices

We identified the following as best practices from the Ontario universities we researched. Those policy, program and/or service initiatives represented the ideal as per the framework we have adopted for our study, i.e., the *What Works? Model* of student retention and success. We do not mention institutions by name given our ethics review process, in which we assured anonymity to our participants.

The *What Works? Model* is built on the principle of capacity building, both individual and institutional. The institutional approaches we have selected to represent best practices focus on capacity building of IS, staff and/or overall institutional resources in order to provide the necessary infrastructure and nurture a culture of belonging and engagement. They are dedicated to addressing the specific needs of IS and the allocation of committed resources. As stated by a few universities, they recognize the “changing nature and ‘face’ of [the] student body by providing appropriate transition, integration and academic support programs for [the] emerging student communities to ensure retention rates consistent with those of [other] traditional student cohort[s].” They recognize that academic experience is fundamental, but that it is highly inter-related with other social and professional spheres of service. They commit to both staff capacity and senior management role. Thus, best practices at these institutions speak to a partnership and whole institution approach and/or whole student lifecycle, including progression to post-graduate study and into employment.

In keeping with the fundamentals of the *What Works? Model*, best practices identified exemplify one or preferably more principles of this model, and demonstrate several of the 6 essential characteristics:

1. embeddedness in mainstream programs/services (an opt-out rather than an opt-in approach for IS to participate in programs/services);
2. pro-active and developmental nature;
3. relevance to IS needs over the course of their study period and beyond;
4. well-timed programs and services communicated effectively (including use of appropriate media) taking into account distinct needs of the diverse IS population;
5. developed/implemented collaboratively and
6. monitored to assess IS participation, feedback and program review (Thomas, 2012b).

The table below illustrates how we assessed these programs based on the above six characteristics.

Table 3: Best Practice Assessment based on the six Characteristics of the What Works? Model

Program	embedded in mainstream programs/ services	pro-active & developmental	relevant to IS needs	well-timed programs	developed/implemented collaboratively	monitored & reviewed
Academic bridge programs	√	√	√	√		
Non-academic language programs		√	√	√		
Linking IS with the wider community			√		√	
Pilot off campus work experience program		√	√	√	√	√
Off-campus career services (how to market IS skills, information on Canadian job market, etc.)		√	√	√	√	
Workshops/information sessions on starting business in Canada			√	√		
Targeted and integrated services	√	√	√		√	√
Credentials to permit IS advisors give Immigration Advice	√	√	√	√		

➤ *Academic bridge program:*

In recognition of the importance of providing international students the means to succeed in their studies, a model academic bridge program has been introduced by one of the universities we researched. This program includes workshops designed to introduce IS to the Canadian academic culture, teaching/learning approaches, and expectations and meanings of success. It connects them with other support services and resources on campus such as the university libraries, ESL support and academic counselling facilities. In this sense, the institution embodies a partnership approach. The program also links IS with domestic students by year of study or program of study to support their learning of the Canadian academic environment. By integrating a buddy or mentor program model, this academic bridge program has the potential to build student’s sense of belonging, connection and comfort.

➤ *Non-academic language support programs:*

IS are offered language support programs that go beyond strictly “academic” content. Such support programs also include conversation classes that focus on increasing IS confidence in their language abilities in both academic and non-academic settings. By focusing on the social and cultural contexts of language, these programs provide insight to IS students into Canadian culture and customs.

➤ *Linking IS with the wider community:*

Programs that foster three-way interactions between IS, the university and the broader community at a couple of universities. The programs provide links to professional community pages that have information on preparing for employment in Canada and offer links to available jobs in the community. They also provide links to professional off-campus career services for IS and Canadian students with international qualifications/experience. These programs aim to provide IS with a sense of belonging to the community while also encouraging the community and its members (including potential employers) to recognize IS as potential contributions to the community.

➤ *Transition into the labour market:*

- *Pilot off-campus work experience program:* A pilot program has been developed for third- or fourth-year IS in commerce studies. The program aims to assist IS who are unsure about how to go about gaining career-related experience in Canada by giving them the opportunity to participate in six sessions in which they develop the skills and tools needed to secure career-related work, internship or volunteer opportunities, and access to ongoing support from the program staff.
- *Off-campus career services:* Another program offers one-on-one sessions to IS to assist them in “marketing themselves to potential employers.” The program focuses on IS strengths such as cross-cultural skills, multi-lingual abilities, “broadened perspectives” and knowledge of international aspects of specific field of work.
- *Workshops/information sessions on starting business in Canada:* Another program is designed as a series of sessions for IS on how to start their own business in Canada, with the aim of encouraging their entrepreneurial and innovative spirit.

➤ *Targeted and integrated services:*

Some institutions acknowledge the importance and need for “more [targeted] resources ... [to] be put into creating communities for our international students and at the same time helping their transition into our Canadian university setting” given increasing IS numbers, and the importance of “providing appropriate transition, integration and academic support programs ... to ensure retention rates consistent with those of our traditional student cohort.” These institutions speak to the value of investing in more thoughtfully designed academic and social support programs to enhance IS cultural and academic transition/engagement.

➤ *Credentials to permit IS advisors give immigration advice:*

A few universities are working on ensuring that their staff are trained and licensed to give immigration advice to their IS body. This suggests recognition of the importance of immigration advising to IS throughout their study period, but also investment in the policy and strategy goals of the federal and provincial governments and the individual university.

2. National Best Practices

We conducted a general web search and identified a few best practices across Canada. However, this search was not extensive; hence, the examples listed below are in no way a comprehensive reflection of all best practices in terms of IS programs and services in Canada. They are simply provided here to stimulate ideas on various approaches to best practices.

➤ Institutional:

Dalhousie University's pilot program that helps international students in the commerce department get into Nova Scotia workplaces and gain work experience is an initiative worth examining. This “workplace experience program” is described as a “low-risk” way to expose international students to the Canadian workplace, grow their confidence and build their networks (Brooks, 2014). An employer in Nova Scotia welcomes this initiative as it “not only helps these students adjust but also helps employers learn about cultural differences and some of the challenges these students face. It also helps companies think about what they can do to ensure they are welcoming and supportive to international students, especially when Nova Scotia has a real need for increased immigration” (Brooks, 2014).

Memorial University's new internationalization strategy notes that “[t]he population growth strategy currently under development by the province must be fully supported by Memorial University’s internationalization efforts” (Office of the Vice-President, 2015, p. 7). Thus, the strategy focuses on attracting and retaining global talent by aggressively strengthening all structures and processes (Office of the Vice-President, 2015, p. 2). The strategy acknowledges that “[n]ewcomers to the province often leave for larger urban centres in other provinces, noting that, while people are friendly, it is difficult to develop meaningful, long-term relationships which create a sense of belonging” (Office of the Vice-President, 2015, p. 8). Hence, it expresses the need for “a thoughtful, strategic and coordinated approach which recognizes our unique cultural and geographic context” (Office of the Vice-President, 2015, p. 8). One of the goals is to create a new office to support, coordinate and provide a central communication point for new opportunities for pan-university collaboration and funding, to ensure that IS are supported in a strategic, coherent manner, and to ensure that Memorial meets its special obligation to the province. In addition to meeting its goal of greater postgraduate retention in partnership with students and employers, the university has developed programs to improve IS connections to the labor market and entrepreneurial opportunities.

➤ Provincial:

Alberta's SAIT (Southern Alberta Institute of Technology) introduced a practicum component for IS as part of its academic programs. It also offers workshops for IS to build their knowledge about the working culture in Canada (Agnihotri, 2012).

Saskatchewan has recently allocated funds to PSE to ensure that education and training of skilled workforce meet existing and future provincial labour market demands and also assist with the implementation of the provincial International Education Strategy (Government of Saskatchewan, 2014). It announced the reestablishment of a postsecondary international education council to facilitate ongoing conversations and collaboration between government, postsecondary institutions and industry. In addition, the council will support the development of a provincial marketing strategy to brand Saskatchewan internationally; attract

more international students to the province; and partner with organizations to attract exceptional international undergraduate and graduate students to work with top Saskatchewan university researchers (Government of Saskatchewan, 2014).

British Columbia's provincial international education strategy acknowledges that to gain the greatest possible benefits from international education, BC must help make the IS transition to the labour market easier. In this sense, its IE strategy is an integral part of *Canada Starts Here: The BC Jobs Plan*. The strategy aims at increasing links between BC's private sector employers and professional, trades and vocational programs. It aims to partner with business and employer associations, such as the BC Immigrant Employment Council, to develop promotional materials highlighting the benefits of hiring international students and initiate pilot projects that links local employers, settlement organizations and educational institutions to assist international students to find employment related to their education in smaller communities across BC (Government of British Columbia, 2012).

This partnership is evident in BC's approach to its Provincial Nominee Program within the new Express Entry selection system. In January 2015, BC announced that it will allow IS with master's or doctoral degrees received within the past two years from PSE institutions in BC to apply under its International Post Graduate category even without securing a job offer from BC employers. The condition is that their postgraduate degree is obtained in specified natural, applied or health sciences fields. Other IS may still apply through the International Graduates category as long as they secure a job offer (CIC, 2015).

➤ City:

Global Hamilton Connect is a community partnership initiative that involves the City of Hamilton, the Chambers of Commerce, the Jobs Prosperity Collaborative, and institutional and private sector partners. It focuses on "attracting and retaining the next generation of workers for Hamilton..." (Hamilton Hive, n.d.). Global Hamilton Connect is a member group of Hamilton Hive and aims at making international students and young newcomers fully aware of and have access to opportunities in order to live and work in Hamilton. The mission of this initiative is to connect IS and young newcomers to resources and networks that increase their chances to succeed in Hamilton, to showcase employment and volunteer opportunities by facilitating partnerships with local organizations and employers, to create space for IS and young newcomers to network, support each other and mutually enhance their community experience in Hamilton (Global Hamilton Connect, 2014).

3. International Best Practices

We conducted a general web search for global best practices that aim at attracting and retaining IS. We focused on OECD countries that are major competitors to Canada in the race for international talent to meet local economic and job market needs. This search was neither extensive nor comprehensive. It provides a glimpse into some global initiatives that can be further explored and/or adapted to the Canadian context and needs.

➤ Australia

English Language Proficiency (ELP) and Employability Framework:

The University of Melbourne's Centre for the Study of Higher Education recently released a report for the Australian government on their English Language Proficiency (ELP) and Employability Framework (Arkoudis, Baik, Bexley & Doughney, 2014). Here, university researchers and the Australian government have made a concerted effort to understand the types of supports that are available both nationally and internationally to IS that facilitate employment post-graduation, through the lens of language proficiency. Among the strategies listed in this report is a recommendation that institutions integrate clear employability criteria for students within the curricula of particular disciplines rather than relying on outside departments such as career services to provide support to IS for post-graduation employment. As an example, they discuss the Business Edge Program at Edith Cowan University, which provides a course in business communication to first-year business students to assist them with communication in a professional context. This course also serves as a prerequisite for additional courses that further build students' employability skills.

Work-integrated learning (WIL) with a specific focus on IS:

WIL is another program in Australia that is considered to be an important component in developing the employability of IS after graduation (Arkoudis et al., 2014; Gamble, Patrick & Peach, 2010; Gribble, 2014). WIL involves the engagement of students in work opportunities as a formal component of their educational program and includes opportunities such as practicums, internships and co-op. Preliminary research suggests that WIL is vastly beneficial to IS experiences. For example, Gamble et al. (2010) discuss Griffith University's Industrial Affiliates Program (IAP) available to engineering students, reporting that 70% of all students (domestic and international) obtained employment as a direct result of their time in this program. The IAP provided IS an opportunity to do a placement with an employer and receive ongoing support from the university throughout the placement tenure. However, there is evidence that participation rates of IS in WIL is lower than for domestic students (Gribble, 2014), and that employers hold negative impressions of IS with regards to language and cultural proficiency or may be hesitant to take them on for internships due to their potential inability to take on long-term employment due to visa restrictions (Arkoudis et al., 2014; Murray et al., 2012). Thus, promoting IS graduate capabilities and institutional collaboration with employers to counter potential prejudice against IS continues to be stressed as core components of both programs (Arkoudis et al., 2014).

➤ New Zealand

New IS-friendly policies:

In 2005, the government of New Zealand implemented a number of policy changes in an effort to retain IS (Gribble & Blackmore, 2012; Merwood, 2007). These changes included lifting the work restrictions for IS students and their partners, increasing the number of hours per week that IS are eligible to work during the school term, and allowing students enrolled in a course that lasts longer than 12 months to obtain full-time summer employment (Merwood, 2007). The introduction of domestic student fees for PhD IS and their dependents has also aided New Zealand in attracting and retaining highly qualified individuals (Chiou, 2014; Parker, 2008).

➤ United States

Global Talent Retention Initiative:

A main source of dissatisfaction for undergraduate IS has been reported to be the lack of access to jobs and/or internships. To address some of the disconnects between IS and host nation employers, the Global Talent Retention Initiative (GTRI) was established in 2011 by Global Detroit (Rubin, 2014). It was launched as part of a larger initiative to utilize newcomer potential for the regional economy. GTRI sees IS retention as an economic development strategy and helps to build a bridge between the career services and international offices of universities (Rubin, 2014). It acts as a liaison between international students and local employers, educates employers on common misconceptions regarding the hiring of newcomers/IS. For students, GTRI offers advice on a variety of career-related topics, including developing effective resumes, interviewing, discussing immigration status and overcoming possible linguistic, bureaucratic and cultural challenges (Rubin, 2014). A new registry system is also intended to allow IS to market themselves to employers by posting their profiles. This initiative is currently said to be the “first and only international student retention program in the US” (Global Detroit, n.d.). As of 2013-14, 25 postsecondary institutions participated in this initiative (GTRI, 2014). As the initiative grows, the impact of GTRI is intended to be evaluated. The hope is to continue expanding the initiative beyond the geographical location in which it took root. A similar initiative – the “Global Talent Hiring Program” – is being started in St. Louis, and other regions will follow (Inside Higher Ed, 2014).

➤ United Kingdom

University Alliance (UA)

Despite the UK’s popularity as a study destination, IS tend to apply to countries that offer the most promising post-study work opportunities, such as Australia and other competitor countries (All Party Parliamentary Group on Migration, 2015). Employer sponsorships and job offers are therefore integral parts of facilitating existing IS into the UK labour market and attracting future IS.

University Alliance (UA) is made up of a group of British Universities that are “leading the way in preparing students for work” (University Alliance, 2013, p. 2). Research has shown that these universities are popular among many IS who desire to obtain good employment and that employability is a crucial criteria affecting student satisfaction (University Alliance, 2013).

University Alliance institutions offer university-wide initiatives to increase employability through many innovative initiatives that are embedded within the students’ university experience at different levels, including in-course and in-work opportunities and personal support pertaining to gaining employability (University Alliance, 2013). For example, as one of the university-wide initiatives, Liverpool John Moores University (LJMU) in 2007 launched a “globally unique model of higher education” (The Complete University Guide, n.d.). This World of Work Programme (WOW) is now part of all undergraduate degrees that IS and domestic students attain at LJMU. Explicit work-related learning, the development of key competencies, regular student placements, and lectures and conversation with employers are integral parts of the initiative and student learning and curriculum (University Alliance, 2013).

In addition, specific in-course opportunities expose all students to guidance and skills acquisition. One in-course initiative, The Bacchus Mentoring Program developed by Oxford Brookes University, is aimed at aiding both IS and domestic students in the hospitality industry. The program provides students with over 100 mentors (including alumni and experienced persons from the industry) in their final year of study (University Alliance, 2013). The mentorship consists of four stages: matching, preparation and training, interaction and evaluation. Key activities are CV writing, interview experience, a workplace visit, and discussion and feedback of the mentee's career plan (University Alliance, 2013).

Appendix C: Survey Instrument

Dear:

The attached consent form provides full details of our HEQCO-funded project, *The Global Competition for International Students as Future Immigrants: The role of Ontario universities in translating government policy into institutional practice*.

We kindly request your assistance in forwarding the survey link to members of your staff. We would ideally appreciate receiving responses from all members of your staff (managerial and front line service providers), but request a minimum of 3-4 responses, as applicable to your staff size.

All respondents are requested to directly complete the survey online. Please note that all responses will be anonymous and no individual staff member will be identified or associated with specific responses. While our survey addresses concerns specific to the international student population, we are interested in receiving responses from staff offering programs and service departments for all students at your institution, i.e., including but not exclusive to international students.

We thank you for your cooperation. All participating universities will receive a summary brief of our project. Please do let us know if you have any questions or concerns.

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CONSENT FORM

Title of the Study: The Global Competition for International Students as Future Immigrants: The role of Ontario universities in translating government policy into institutional practice.

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The Nature of the Research Project:

This project aims to provide an Ontario system-wide perspective on the range and types of programs and services offered for **undergraduate** international students by Ontario's universities. The context for this research is the current federal international education strategy as well Ontario's provincial strategy to attract and target international students as future Canadian permanent residents. We are interested in mapping the policies, supports and services offered to IS and in understanding the opportunities and gaps to establish globally competitive best practices to encourage and facilitate IS to come to Ontario and remain as permanent residents and future citizens.

Ontario universities are perceived by international students as important sites for engagement: social, academic and professional; for all practical purposes, they serve as a "home away from home" for a majority of international students. As future immigrants, international students are highly dependent on their university experience through all their years of study to prepare them for their transition into the Ontario labour market and into Canadian society

What You Will Be Asked to Do in the Research: Participants will be invited to complete an on line survey. The survey will be conducted on-line and it will take approximately 10-15 minutes. Please see attached survey questions.

Answers to these questions will contribute to an improved analytical framework and an empirical basis for understanding best practices for improving Ontario's competitiveness in attracting and retaining international students as future skilled labour and permanent residents.

Risks and Benefits:

There are no risks to participating in this project. Benefits may include an opportunity to reflect on your participation in and/or knowledge of the international student experience and policies, programs and services in improving the quality of this experience within Ontario universities.

Voluntary Participation:

Your participation in the study is completely voluntary and you may choose to stop participating at any time. Your decision not to volunteer will not influence the nature of your relationship with York University or the researchers involved in this project either now or in the future.

Right Not to Answer Questions:

At any time during the survey you have the right to not answer any questions.

Withdrawal from the Study:

You can stop participating in the study at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researchers, York University, or any other group associated with this project.

Confidentiality:

Unless you choose otherwise, all information you supply during the research will be held in confidence and unless you specifically indicate your consent, your name will not appear in any report or publication of the research. Only the Principal Investigator, Co-investigators and their research assistants will have access to the survey data. Confidentiality will be provided to the fullest extent possible by law.

Questions about the Research:

If you have questions about the research in general or about your role in the study, please feel free to contact Dr. Roopa Desai Trilokekar either by telephone at (416-736-4100 X 77368) or by e-mail (roopat@edu.yorku.ca). This project has been reviewed by the Human Participants in Research Committee, York University's Ethics Review Board and conforms to the standards of the Canadian Tri-Council Research Ethics guidelines. If you have any questions about this process, or about your rights as a participant in the study, please contact Ms. Alison Collins-Mrakas, Manager, Research Ethics, 309 York Lanes, York University (telephone 416-736-5914 or e-mail acollins@yorku.ca).

Legal Rights and Signatures:

By accepting this survey invitation, I consent to participate in the study, The Global Competition for International Students as Future Immigrants: The role of Ontario universities in translating government policy into institutional practice conducted by Roopa Desai Trilokekar and her colleagues at York University and the University of Guelph having understood the nature of this project.

BUTTON TO CLICK ACCEPTANCE

SURVEY

Title of the Study: The Global Competition for International Students as Future Immigrants: The role of Ontario universities in translating government policy into institutional practice

GENERAL QUESTIONS (ALL DEPARTMENTS)

Please select your institution from the scroll down bar below

(Provide a list of Ontario universities)

Demographic information:

1. Which of the following best describes your position?
 - Managerial
 - Front-line service provider
 - Other (specify) _____
2. Which of the following best describes the department that you work in? You may choose more than one option.
 - International student services
 - International student recruitment
 - Career support/services
 - Counselling services
 - Alumni services
 - Language support
 - Other (specify) _____
3. As part of your job, how many years have you worked with international students at the university level?
 - Less than 2 years
 - 2 to 4 years
 - 5 to 10 years
 - More than 10 years
 - I have never worked with international students

University Policy

1. Have there been any changes to **government policy** in the last five years regarding support provided to international students?
 - Yes
 - No
 - I don't know

(If yes) How did you find out about these changes? Mark all options that apply.

- Professional networks
- Official/written university-related strategies/policies
- Departmental meetings
- Colleagues
- International students

- Other (specify) _____
 -
2. Have there been any changes to **university policy** in the last five years regarding support provided to international students?
- Yes
 - No
 - I don't know
- (If yes) How did you find out about these changes? Mark all options that apply.
- Professional networks
 - Official/written university-related strategies/policies
 - Departmental meetings
 - Colleagues
 - International students
 - Other (specify) _____
- (If yes) Were these university policy changes given specific attention by your department (e.g., discussed at staff meetings, announced through newsletters or memos)?
- Yes
 - No
 - I don't know
3. Does your university have any specific policies that deal with international students (for example international education strategy or student engagement policy)?
- Yes
 - No
 - I don't know
 - Other (specify) _____
4. How much institutional support do you receive to help you understand changes related to international student policies?
- No support
 - Some support (e.g. email updates, notices, departmental memos or meetings)
 - Extensive support (e.g. trainings, availability of specialized personnel)
 - Not applicable
 - Other (specify)

Service Provision

1. Has your university instituted any changes to service delivery for international students in reaction to relevant government and/or institutional policy changes?
- Yes
 - No
 - I don't know

(If yes) What changes have occurred?

2. What programs and/or services does **your university** offer to international students? Select all that apply.
 - Orientation
 - First-year experience programs
 - Buddy programs
 - Mentor programs
 - Language skills support
 - Integration to academic environment & expectations
 - Integration to Canadian society
 - Finding jobs on campus
 - Finding jobs off campus during their program of study
 - Finding jobs off campus after graduation
 - Social programs with international students
 - Social programs to bring international and domestic students together
 - Immigration support
 - Other (specify)
3. What are the strengths of the programs and services offered by your university to international students?
4. Are there gaps in the programs and services offered by your university to international students? If so, what should be changed (i.e., are there other programs or services that should be implemented)?

Immigration Support

1. Are you aware of any changes to **immigration policy** regarding international students in the last five years?
 - Yes
 - No
 - Not sureIf yes, how did you become aware of these changes? (mark all categories that apply)
 - Professional networks
 - Official/ written university related strategies/ policies
 - Departmental meetings
 - Colleagues
 - International students
 - Other (specify)_____
2. How many international students at your institution express an interest in becoming permanent residents of Ontario?
 - Less than 10%
 - 10% to 24%
 - 25% to 49%
 - 50% to 74%
 - Over 75%
 - I don't know

3. What are the top three factors that facilitate international students' transition to permanent resident status?
4. What are the top three factors that hinder international students' transition to permanent resident status?
 - Which of the following best describes the department that you work in? You may choose more than one option
 - International Student Services
 - International Student Recruitment
 - Career Support/Services
 - Counselling Services
 - Alumni Services
 - Language Support
 - Other _____

COUNSELLING SERVICES

1. Do you provide counselling support that is specifically geared towards international students (e.g., culturally appropriate therapy, therapy in native language, etc.)?
 - Yes (please provide one or two example(s))
 - No
 - I don't know
2. What percentage of your workload is dedicated to counselling support for international students?
 - 0%
 - 25%
 - 50%
 - 75%
 - 100%
 - Other (please specify)
3. Considering your workload with international students and the counselling needs of this student population, how sufficient/insufficient is the training/professional development that you receive from your institution?
 - Sufficient
 - Somewhat sufficient
 - Unsure
 - Somewhat insufficient
 - Insufficient
4. What are the three most recurrent concerns or needs of international students?
5. What challenges have you faced in servicing/counselling international students?

INTERNATIONAL OFFICE (INTERNATIONAL STUDENT SERVICES)

1. Does your university provide immigration support to international students?
 - Yes
 - No
 - I don't know(If yes)
 - a. What kind of immigration support does your university provide?
 - b. How has this immigration support changed over the last 5 years?(If no) Has your university ever provided immigration support to international students?
 - Yes, but the service was discontinued.
 - No
 - I don't know
 - Other (specify) _____(If no) Should immigration support be provided to international students?
 - Yes, why ...
 - No, why ...
 - I don't know
2. What percentage of your workload is dedicated to immigration support for international students?
 - 0%
 - 25%
 - 50%
 - 75%
 - 100%
 - Other (specify)
3. What are the three most recurrent concerns of international students when it comes to immigration?
 - 1.
 - 2.
 - 3.
4. Are there immigration services that international students request that you are unable to provide? If so, list up to three.
 - 1.
 - 2.
 - 3.
5. What kind of support would help you better assist international students with immigration matters (including applying for permanent residence) and where would this support come from (e.g. Citizenship & Immigration Canada, Provincial Government, University)?
6. Which of the following services, if any, assist international students in transitioning into permanent residency in Canada?
 - Networking with domestic students
 - Networking with potential employers
 - On campus work experience
 - Off campus work experience

- Language support
- Workshops on Canadian labour market
- Immigration advice and support
- Other (specify....)
- None of the above

CAREER SERVICES

1. What percentage of international students express an interest in working in Ontario after graduation?
 - Less than 10%
 - 10% to 24%
 - 25% to 49%
 - 50% to 74%
 - Over 75%
 - I don't know

If under 10%, why might this be the case? Select all that apply.

- Familial reasons
 - Labour market is perceived to be too challenging/competitive
 - Cost of living
 - Immigration process is perceived to be cumbersome
 - Lack of employer support
 - Lack of government support
 - Other (specify....)
2. Does your department offer specific career support services to international students planning to stay in Canada?
 - Yes, on an annual basis
 - Yes, on a as need basis/occasionally
 - No
 - I don't know
 3. What factors facilitate international students' transition into the Ontario labour market? Select all that apply.
 - Language competence
 - Program of study
 - Connections/networks
 - Canadian work experience
 - Other (Specify:)
 - I don't know
 4. What factors hinder international students' transition into the Ontario labour market? Select all that apply.
 - Language competence
 - Program of study
 - Connections/networks

- Canadian work experience
 - Labour market prejudice
 - Immigration status
 - Other (Specify:)
 - I don't know
5. What are the three main challenges you face in providing support for international students in their transition into the workforce?
- 1.
 - 2.
 - 3.

ALUMNI SERVICES

1. What specific services and/or programs do you offer to international students who decide to stay in Canada after graduation?
 - Recognition (e.g., cover stories, interviews, invite as speakers)
 - Awards
 - Information on immigrating to Canada
 - Career Services
 - Networking with alumni
 - Insurance
 - Banking & credit cards
 - Continuing education opportunities
 - Other (specify)
 - None
2. How long after graduation are international students eligible to receive alumni services?
 - 1 year
 - 2 years
 - 5 years
 - More than 5 years
 - Other
3. What services and/or programs do international students use most often (choose up to 3)?
 - Recognition
 - Awards
 - Career Services
 - Networking with alumni
 - Insurance
 - Banking & credit cards
 - Continuing education opportunities
 - Other (specify)
 - I don't know

4. Do you have an international alumni branches or chapters?
- Yes
 - No
 - I don't know

LANGUAGE SERVICES

1. What percentage of your work load is related to international students?
- 0%
 - 25%
 - 50%
 - 75%
 - 100%
 - Other, please specify
2. What kind of language services does your office provide to international students? Select all that apply.
- ESL classes
 - Intensive workshops
 - Writing courses
 - Drop in sessions
 - Buddy program (joining international students with domestic students)
 - Conversation program
 - Other (Specify
3. Do international students express an interest in other types of language courses that are not offered by your department?
- Yes (specify:.....)
 - No
 - I don't know
4. How long do you provide English language services to international students?
- During first year
 - During first and second year
 - Throughout the entire study period
 - Other (Specify

RECRUITMENT SERVICES

1. Do your recruiters provide information on the possibility of becoming Canadian citizens when recruiting students overseas?
- Yes
 - No
 - I don't know
2. Do Canada's immigration policies influence international students' interest in applying to Canada?
- Yes
 - No
 - I don't know

(If yes) How do Canada's immigration policies influence international students' interest in applying to Canada?

3. Do your recruitment officers provide support to international students after they have begun their education at your institution?

- Yes
- No
- I don't know

(If yes) What is the nature of this support?

FINAL COMMENTS (ALL DEPARTMENTS)

Would you like to make any other comments?

Thank you for your cooperation. Our findings will be shared with participating universities



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