



INTERNATIONALIZATION STRATEGY – STUDENT AFFAIRS

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DATE: November 2019

INTRODUCTION & OVERVIEW

PART 1: THE INTERNATIONALIZ

To meet these expectations now and on a go-forward basis, Mount Allison's Internationalization Strategy presents a current view of the University's internationalization efforts and points to ways in which these efforts will be expanded in the following areas.

1. Recruitment and retention of international students
2. Student, Staff and Faculty mobility
3. Internationalization at Home

Recruitment and Retention of International Students

International students represent an important component of the University's efforts to internationalize. They enhance the cultural diversity of campus and bring a different and important array of perspectives to the classroom. In simple terms, they bring the world to Mount Allison. For students, whose own international experiences may be limited, international students represent an immediate connection with the wider world beyond Mount Allison. It's through these connections that understanding, openness, and respect are fostered and the goals of internationalization furthered. Ensuring that Mount Allison continues to attract and retain a steady and diverse group of international students is therefore a key objective for the University's internationalization strategy.

Student, Staff and Faculty Mobility

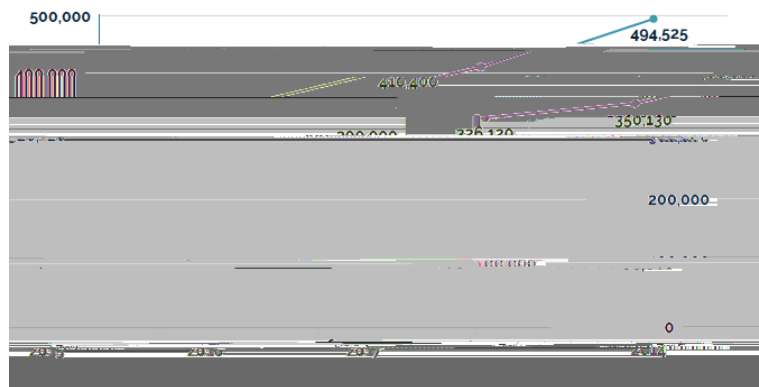
Providing students, staff, and faculty with opportunities for international exchange and collaboration represents another important component of internationalization. Most frequently, this takes the form of student exchange programs, faculty-led research initiatives,

PART 2: THE CANADIAN CONTEXT

Internationalization has become a key focus area for many Canadian institutions. In a 2014 survey conducted by Universities Canada (UNIVCAN), 95% of responding Canadian educational institutions identified internationalization as part of their strategic plan. Furthermore, 82% considered it among one of their top five priorities.

The importance of international education in Canada is not only evident at the institutional level, but is also reflected through strategies and policies set forth at the national level. In 2014, the Canadian federal government released its first 5-year International Education Strategy. A follow-up strategy that will take Canada to 2024 was released in 2019. The original 2014 strategy made 14 comprehensive recommendations to strengthen international education in Canada. One of the chief objectives was to increase the number of international students in Canada to 450,000 by 2022 (a doubling of the 2012 level). Of note, Canada surpassed that total in only three years. By 2017, 494,525 international students were studying across all levels of education in Canada. By 2018, the figure had reached 572,415. Clearly, Canada is seeing a rapid increase in the number of international students across the primary, secondary, post-secondary, and private sectors. Mount Allison is also beginning to see the same growth. The 2019 cohort of new international students appears to be one of the largest on record for Mount Allison.

Figure 1: International Students in Canada by year, all levels of study (2014-2017), CBIE (2018)



According to the aforementioned 2014 UNIVCAN survey, the top reported benefit of welcoming more international students to campus is the infusion of more diverse, global perspectives into all aspects of university life. The result is that students, staff, and faculty share in building and benefiting from a culturally-enriched living, learning, and working environment. This ties in with the University's goals for internationalization and helps to enhance the overall quality of the teaching and learning experience at Mount Allison.

International Student Recruitment in Canada

According to the Canadian Bureau of International Education's (CBIE) 2018 International Student Survey, which surveyed current international students at the post-secondary level in Canada, the top three reasons international students choose Canada are:

1. The reputation of the education system in Canada
2. Canada's reputation as a non-discriminatory society
3. Canada's reputation as a safe country

Canada ranks as the world's 4th most popular destination for international students, after the United States, the United Kingdom, and China. (Source: 2017 Project Atlas)

In 2017, there were 494,525 international students from 186 countries studying at all levels of education in Canada. East Asia and South Asia continue to be strong markets for Canada (refer to Table 1). Mount Allison sees similarly high representation from these areas, but given its geographical location Mount Allison also sees strong representation from the United States and the Caribbean (Table 2).

Table 1: International Students in Canada by Citizenship (2017)

Source: Canadian Bureau of Education (2018)

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Table 4: International Student Enrollment by University (MPHEC, 2018 & AAU, 2019)
* 2018/19 figures were compiled using data from the Association of Atlantic Universities

FULL-TIME & PART-TIME INTERNATIONAL STUDENTS (UNDERGRADUATE & GRADUATE)
FIGURES PRESENTED AS

Work Permit Program. Under this program, international students who graduate from a four-year degree program in Canada are eligible to apply for a three-year open work permit.

Atlantic Immigration Pilot Program (AIPP)

Introduced in 2017 as part of the broader Atlantic Immigration Pilot program (AIPP), the Atlantic International Graduate Program (AIGP) is a new immigration option for international graduates in the region. This program allows graduates with a job offer from a designated employer to submit an application for permanent residence without having to first obtain work experience in Canada. The Atlantic Immigration Pilot Program began with an aim to bring an additional 2000 immigrants to the region in 2017. It has recently been announced by IRCC that the program will double to an annual allocation of 4,000 new immigrants by 2020.

Initiatives like the *Atlantic Immigration Pilot program* and *Study and Stay* are aimed at retaining international student graduates in the region post-graduation. However, they may also serve an added benefit in regards to attracting international students to universities and colleges in the region. Offering employability programing and targeted immigration opportunities may appeal to prospective students who have an interest in immigrating to Canada after they graduate. In the 2018 International Student Survey conducted by yati860-0.004 Tc 0.004 Tw 21.684.70Td(a)-3%(m)-6 .6(n)-0fveGnc

International Student Retention

For the recruitment of international students to be truly successful it is important that a comprehensive support network is in place

receives academic credit. It generally does not include international travel, volunteer, and internship work for which students do not receive academic credit, although these pursuits have value in their own right. For the purpose of Mount Allison's Strategic Statement, international travel and volunteer work might be more accurately assigned to the broader category of Experiential Learning.

A 2009 CBIE report on the value of a study abroad experience made the following assertion: "The learning which can be generated through a study abroad experience extends beyond the conventional subject-based context knowledge frequently associated with campus-based courses. Study abroad has the potential to be no less than a transformative experience that alters the student's sense of self and understanding of others in the world (CBIE, 2009, pg. 9)."

To this end, the Advisory Panel on Canada's International Education Strategy recommended in 2012 that the Canadian Government set a 10-year goal for creating and sustaining 50,000 study abroad awards per year. The Government did not immediately act on this.3(o)-9.6(r)8(yf)9.9(0)-s da8ad.8(82.9(d)-1(

reason for studying abroad. Mount Allison likewise seeks to position international experiences as having long-term personal, academic, and career benefits for students.

Student Mobility at Mount Allison

Mount Allison students' participation rate in study abroad programs and international experiential learning projects and initiatives ranges between 8.5% and 10.0%. When non-credit programs are separated out of these totals, the participation rate ranges between 3.5% and 4.0%. While these may seem to be low figures, they are still above the Canadian national average of 3.1% (AUCC, 2014). Refer to Table 5 for a more detailed breakdown of students by type of international program or experience.

Table 5: Mount Allison Student Participation Rates in Study Abroad & International Experiential Learning Opportunities

AREA OF PARTICIPATION	2014-15	2015-16	2016-17	2017-18	2018-19
Study Abroad & Exchange	73	76	62	80	65
Independent International Study	7	7	3	5	3
International Research & Internships	11	13	14	18	11
Global Brigades & Habitat for Humanity	106	101	96	69	62
TOTAL	197	197	175	172	141

Even with strong participation by Mount Allison students in international programs and experiences, there is room for improvement – particularly with respect to the distribution and availability of programs around the world. Currently, Mount Allison has 30 partnerships and programs in 20 countries across 5 continents. We currently lack representation in Africa, the Middle East and Eastern Europe. This is a prelenisristreBDC 9 ais

The term *Internationalization at Home* (IaH) refers broadly to campus-based elements of internationalization, such as the intercultural and international dimension of teaching, research, extra-curricular activities and the meaningful integration of international students into campus life (Knight, 2008). IaH can overlap with other forms of internationalization (e.g. student mobility) but the focus is on strengthening students' international and intercultural competences in ways that can take place on campus or in the classroom. As the figures bear out, student mobility often reaches a small minority of students at Canadian post-secondary institutions. IaH offers alternative internationalization opportunities that can overcome the barriers that may be present for some students when it comes to studying abroad.

Universities can undertake many actions under the umbrella of an IaH strategy, including:

- x Facilitating international student integration
- x Developing extra-curricular opportunities with an intercultural dimension
- x Promoting faculty and staff mobility + training
- x Fostering International research and collaboration
- x Internationalization of the curriculum

Ethical Principles in International Education

The Internationalization Leaders Network (ILN), organized by the Canadian Bureau for International Education (CBIE), outlines seven principles of internationalization and encourages

6. Internationalization that comprises capacity building across borders and cultures must benefit all parties involved; institutions should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.
7. Internationalization engages a wide range of community members (including students,

PART 5: KEY GOALS & TIMELINES

STRATEGIC AREA	5 YEARS	8 YEARS
INTERNATIONAL STUDENT RECRUITMENT	<ol style="list-style-type: none"> 1. 12-15% of all new, degree-seeking students = international 2. 75% of international students to receive scholarships and bursaries 	<ol style="list-style-type: none"> 1. 15% of all new, degree-seeking international students = international 2. 10-12% of overall student population = international 3. 85% of international students to receive scholarships and bursaries
INTERNATIONAL STUDENT SUPPORT	<ol style="list-style-type: none"> 1. Expand immigration advising services for international students 2. Expand academic support services for international students to address transition and retention 3. Develop resources for faculty with information about academic supports available for international students. 4. Improve academic advising services for international students, particularly incoming students. 	<p>for internatio aa07.7(e)0.761.24 0cirn(s)-l iludents.</p>



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