Strengthening the Value Chain

Supporting International Students
and
Building Intercultural Competence at
Memorial University

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Chapter One: Introduction

The Background

In May of 2011, Memorial University’s Senate approved a Teaching and Learning Framework (TLF) (MUN, 2011). This was a watershed moment for the university, articulating the institution’s commitment to academic excellence and establishing a bar for an optimal learning experience for our students. The process of developing the Teaching and Learning Framework led to the creation of a Teaching and Learning Community dedicated to promoting: engagement, support, inclusivity, responsiveness, commitment to discovery, and outcomes-oriented approaches to learning, for both educators and students. A number of programs and initiatives were then launched to begin addressing the report’s many recommendations.

The Framework also presented Qualities of a Graduate, as the characteristics the institution envisions for its students. It recognizes the challenges of a pluralistic, twenty-first century and posits the conviction “that our province and a global community need Memorial University graduates to:

• be knowledgeable and competent in their field;
• be critical and practical thinkers;
• be responsible citizens;
• demonstrate ethical, moral and intellectual integrity;
• appreciate diversity and promote equity;
• be creative and responsive problem solvers;
• have enthusiasm for learning;
• be supportive collaborators with particular regard to diversity of interests;
• communicate effectively with others; and
• be passionate and industrious individuals.” (p.7).

The Framework initiated a commitment to improve teaching as well as to ensure a broader and more synergistic learning experience for students, one that would set them on the road to success.

Supporting Vulnerable Students

One recommendation that emerged from the Framework aimed to respond to the needs of vulnerable learners, while recognizing that there are many types of vulnerabilities on our campuses.

The first group targeted was “academically at-risk” first year students – those with admission averages between 70-74.9%, which jeopardized their chances of academic success and program completion. A year-long research project was implemented to examine the literature, review effective practices at other institutions, and engage with key informants on how best to respond to their needs.
The resulting initiative was the First Year Success Program (FYSP), a three-year pilot program launched in September of 2012 (MUN, 2011).

The second group of vulnerable students identified by the Framework were those with individual learning needs associated with disability and/or mental health issues. For this initiative Memorial partnered with the College of the North Atlantic to establish a shared, provincial conversation, one which would develop an accessible and inclusive post-secondary educational system. Building on existing policies and support systems to accommodate these students, this project began with a review of the literature, an environmental scan, and extensive consultations conducted across campuses and communities to explore the needs of this population. The final report Accommodating students with individual learning needs associated with disabilities and/or mental health issues (Philpott & Chaulk, 2013) was submitted to the Provost’s office recommending that a Healthy Campus model be developed.

**Intercultural Competence and Cultural Diversity**

The Teaching and Learning Community at Memorial has now shifted its focus to a third group of vulnerable learners - those transitioning from second language and/or second culture. The project was a pan-university initiative and at first sought an inclusive approach to cultural diversity. However, it quickly became apparent that first-generation and/or new Canadian youth are either not making it to Memorial, or are doing so in such small numbers that they cannot be identified. Aboriginal students were explicit in stating that they prefer a separate conversation because they face unique barriers and have separate needs. Subsequently, this current study focused mainly on the experiences of international students and our intercultural competency in responding to their needs. With the *Qualities of the Graduate* in mind, the study also explored intercultural experiences for domestic students.

Cultural diversity is a reality at Canadian post-secondary institutions. Student mobility, demographic shifts, changing legislation, immigration policies, and a technologically-connected global economy are all responsible for this dramatic change in the student population. As a result, interest has grown around accommodating and servicing an increasingly culturally diverse student population. Research has also emerged on the internationalization of campuses and the development and assessment of intercultural competence. Implications for teaching and learning have also been raised, particularly around integrating international perspectives into curriculums, overcoming language barriers, and providing international experiences prior to degree completion.

**Methodology**

This research followed a similar approach as the previous two studies in first conducting a thorough review of the literature (Appendix A) and an extensive
environmental scan (Appendix B) of existing knowledge and services for international students. In addition, the Centre for Institutional Analysis and Planning (CIAP) performed a comprehensive statistical review (Chapter Two) to help identify trends at Memorial for international students. That data helped to inform approximately 150 individual consultations (Appendix C) that were held with multiple stakeholders across our campuses. In addition, a series of seven focus groups was held with international students at the Grenfell Campus, the Marine Institute, and the St John’s campus. Finally, the Intercultural Development Inventory (IDI), a standardized instrument that measures one’s acquisition and use of intercultural competency skills, was administered to a randomized sample of 135 at our three main campuses. The emerging data affords Memorial a unique opportunity to examine the experiences of this growing population of students, to establish a baseline on the institution’s intercultural competency, and to consider the intercultural learning opportunities for domestic students.

**Summary**

Memorial’s Teaching and Learning Framework (TLF) articulated a renewed and refocused commitment to excellence in the culture of teaching and learning. The vision of this institution remains devoted to inclusivity and accessibility in welcoming educators, staff and students from around the world, recognizing that such efforts will lead to an eclectic, holistic, and, ultimately, a stronger learning community.

The Teaching and Learning Community at Memorial continues to facilitate a conversation and create supports that ensure that this vision is upheld. The explicit intention of this project was to use the Teaching and Learning lens to focus on the growing population of international students at MUN and to examine the intercultural competency of our institution. Consequently, the findings afford a broad inquiry into the experiences of international students and yield rich data that can inform institutional practices and promote sustainability and growth of Memorial’s international student population. This research sets the context to build a value chain where every point of contact, every aspect of the experience, every opportunity to engage, becomes a part of the strength and integrity of the bigger picture.
Chapter Two: Provincial Context

Introduction
This section provides the context for an exploration of supporting international students at Memorial University and in our province. The Centre for Institutional Analysis and Planning (CIAP) provided most of these statistics, unless otherwise indicated. This is the first time that Memorial University (MUN) has attempted to gather a thorough statistical profile of international students, and it proved to be a time-consuming process. Some data had not been collected in previous years and some coding structures have changed and evolved over time. As a result, identifying long-term trends is not always possible. Subsequently, what is provided is not intended as a complete picture, but rather a timely profile of who these students are, what countries they are coming from, and how they are performing academically. What emerges is a clearer understanding of their importance to the institution.

Provincial Context

The Government of Newfoundland and Labrador, facing an unprecedented positive economic forecast and growth in labour market demands, has recognized that immigrants contribute substantially to the economic and cultural development of our province. In the spring of 2005, a provincial immigration strategy was launched emphasizing the importance of a more aggressive approach to both attracting and retaining newcomers (Government of NL, 2007). While the number of newcomers to Atlantic Canada had tripled from 2,424 in 2000, to 6,663 in 2009 (Statistics Canada, 2010), Newfoundland and Labrador attracted only 0.2% of all immigrants to Canada (Government of NL, 2007).

The need to encourage immigration to the province is also driven by a declining and increasingly ageing population, further eroding the provincial labour force. The province’s birthrate has declined from the highest in Canada to the lowest (Statistics Canada, 2010). While other provinces and territories in Canada reported marked population increases in 2010, our province experienced a decline (-0.07%). It is estimated that by 2019 the population aged 65 and over will increase by 59.6% (Government of NL, 2007).

The implications of this demographic shift have reverberated through all levels of education in the province. The Department of Education reports a steady and dramatic decline in secondary student enrolment in the province - from 118,273 in 1993 to 67,604 in 2013 (Government of NL, 2013). Table 1 documents this falling student base in NL and the dramatic decline in both provincial students eligible to attend MUN and the actual enrolments. While approximately half of each year’s graduating class is eligible to attend MUN, only a third of that class enroll. The need for the university to recruit outside both the province and Canada is evident.
The province, as part of ongoing efforts to attract new citizens, targeted international students as a way to grow the population in a 2007 Provincial Nominee Program:

“International students are arguably the best immigration pool for this province. The global demand for education, and the inability of many developing countries to meet the training needs of more than a fraction of their student populations, create great opportunity to increase our enrollment numbers” (Government of NL, 2007).

Table 1:

<table>
<thead>
<tr>
<th>Participation Rates of June High School Graduates 2000-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart.png" alt="Bar chart" /></td>
</tr>
</tbody>
</table>

In 2013, the province reiterated its efforts to attract new citizens to the province by launching a Population Growth Strategy that would “support a plan to help Newfoundland and Labrador seize the challenges and opportunities of the 21st century, reverse current demographic trends, and engage the people of the province on possible solutions”. Like previous initiatives, this strategy also specifically names “international students and graduate retention” as contributing significantly to the population growth of this province (Government of NL, 2013).

More recently, the federal government has also targeted international students as an area of growth for post-secondary institutions. As part of Canada’s Economic Action Plan, 2013, the government released Canada’s International Education Strategy: Harnessing Our Knowledge Advantage to Drive Innovation and Prosperity (Government of Canada, 2014) as a commitment to attract both international scholars and students as well as to encourage study-abroad and international internships for domestic students. Provincial governments and other post-secondary institutions are responding to this focus by increasing recruitment efforts. In Manitoba, the provincial government recently passed the International
Education Act, which legislates post-secondary schools to develop and maintain excellence in service delivery for international students (Government of Manitoba, 2014). At the University of Calgary, a recent international strategy aims to grow their international student population to 10% and their graduate population to 25% by 2016 (University of Calgary, 2013).

**Memorial University Context**

Memorial has long recognized both the critical importance of expanding the international student population, as well as internationalizing the institution as a whole. MUN’s previous strategic plan envisioned a broad view of the opportunities that emerge from a more culturally diverse campus:

Memorial is strongly committed to meeting the needs of the province, but it must also create more linkages that go beyond provincial, regional and national borders. The goal of such linkages would be to develop exciting opportunities for students, faculty and staff that enhance mobility and improve global awareness and cultural sensitivity. Over time, these linkages will be of great benefit to this province as the university graduates students who are better prepared to survive and prosper in an increasingly integrated world (MUN, 2007 p19).

Likewise, each of the strategic plans for Grenfell Campus, the Marine Institute and Harlow Campus all speak to expanding the international student population. The three strategic frameworks (Teaching and Learning Framework, 2011; Research Strategy, 2011; and the Public Engagement Framework, 2012) also directly address internationalization. More recently, the Internationalization White Paper for Memorial University, 2014 assesses the current state of internationalization at MUN and “provides recommendations as a precursor to and framework for the creation of a pan-university internationalization strategy that will guide Memorial’s planning in various spheres of activity (e.g. research, teaching and learning, public engagement, recruitment, student services, training delivery)” (p.3).

Memorial’s plan for internationalization is broader than enrolment stabilization. Nonetheless, with a declining population base, the viability of the university does require aggressive recruitment. The Office of Recruitment was established in 1996, and was expanded in 2000 and again in 2005. Both the Grenfell and Marine Institute campuses have similar offices and approaches. Such have stabilized Memorial’s enrolment, thanks in large part to significant growth at the graduate level (Table 2). From 2003 to 2013, undergraduate enrolment decreased by 6.6%, while graduate enrolment increased by 77%, marked by a 48% increase between 2008 and 2013 alone.
Table 2: Fall Semester Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th></th>
<th></th>
<th>Graduate</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>2003</td>
<td>12,938</td>
<td>2,269</td>
<td>15,207</td>
<td>1,219</td>
<td>796</td>
<td>2,015</td>
<td></td>
<td>17,222</td>
</tr>
<tr>
<td>2006</td>
<td>12,809</td>
<td>2,224</td>
<td>15,033</td>
<td>1,373</td>
<td>899</td>
<td>2,272</td>
<td></td>
<td>17,305</td>
</tr>
<tr>
<td>2008</td>
<td>12,269</td>
<td>2,208</td>
<td>14,477</td>
<td>1,410</td>
<td>1,005</td>
<td>2,415</td>
<td></td>
<td>16,892</td>
</tr>
<tr>
<td>2011</td>
<td>12,406</td>
<td>2,419</td>
<td>14,825</td>
<td>1,771</td>
<td>1,348</td>
<td>3,119</td>
<td></td>
<td>17,944</td>
</tr>
<tr>
<td>2012</td>
<td>12,530</td>
<td>2,320</td>
<td>14,850</td>
<td>1,940</td>
<td>1,446</td>
<td>3,386</td>
<td></td>
<td>18,236</td>
</tr>
<tr>
<td>2013</td>
<td>12,045</td>
<td>2,163</td>
<td>14,208</td>
<td>2,142</td>
<td>1,423</td>
<td>3,565</td>
<td></td>
<td>17,773</td>
</tr>
</tbody>
</table>

Table 3 identifies the impact of students from other regions on stabilizing and growing enrolment at Memorial. While enrolments from the province fell 15.0% between 2005 and 2013, enrolments from other provinces and countries rose steadily. The table shows a 134.9% increase in international students and a 65.7% increase in non-NL Canadian graduate students from 2005 to 2013. Overall, today, 10.5% of MUN’s enrolment is comprised of international students, up from 4.5% in 2005. The biggest growth is in international Graduate students – 160.5% between 2005 and 2013. During the same timeframe, enrolment from other Canadian provinces grew from 11.3 to 18.6%. Today, 29.4% of MUN’s enrolment is composed of out-of-province students.

Table 3a: Provincial, Out-of-Province and International Student Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Provincial</th>
<th>Other CDN</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>12,601</td>
<td>3,300</td>
<td>1,872</td>
<td>17,773</td>
</tr>
<tr>
<td>2007</td>
<td>13,509</td>
<td>2,602</td>
<td>978</td>
<td>17,089</td>
</tr>
<tr>
<td>2005</td>
<td>14,824</td>
<td>1,991</td>
<td>797</td>
<td>17,612</td>
</tr>
<tr>
<td>% Change</td>
<td>-15.0%</td>
<td>65.7%</td>
<td>134.9%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Provincial</th>
<th>Other CDN</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>10,807</td>
<td>2,438</td>
<td>963</td>
<td>14,208</td>
</tr>
<tr>
<td>2007</td>
<td>12,138</td>
<td>2,081</td>
<td>568</td>
<td>14,787</td>
</tr>
<tr>
<td>2005</td>
<td>13,315</td>
<td>1,554</td>
<td>448</td>
<td>15,317</td>
</tr>
<tr>
<td>% Change</td>
<td>-18.8%</td>
<td>56.9%</td>
<td>115.0%</td>
<td>-7.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Provincial</th>
<th>Other CDN</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1,794</td>
<td>862</td>
<td>909</td>
<td>3,565</td>
</tr>
<tr>
<td>2007</td>
<td>1,371</td>
<td>521</td>
<td>410</td>
<td>2,302</td>
</tr>
<tr>
<td>2005</td>
<td>1,509</td>
<td>437</td>
<td>349</td>
<td>2,295</td>
</tr>
<tr>
<td>% Change</td>
<td>18.9%</td>
<td>97.3%</td>
<td>160.5%</td>
<td>55.3%</td>
</tr>
</tbody>
</table>

Table 3b: Enrolment by Region 2005 and 2013

<table>
<thead>
<tr>
<th>Region</th>
<th>2005</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% of total</td>
</tr>
<tr>
<td>Provincial</td>
<td>14,824</td>
<td>84.2%</td>
</tr>
<tr>
<td>Other CDN</td>
<td>1,991</td>
<td>11.3%</td>
</tr>
<tr>
<td>International</td>
<td>797</td>
<td>4.5%</td>
</tr>
<tr>
<td>Total</td>
<td>17,612</td>
<td></td>
</tr>
</tbody>
</table>

* Taken from the Fact Book, Memorial University of Newfoundland, based on Fall Semester enrolments.
Table 4 explores the growth of international students by region of origin. Asia, China in particular, is a significant source for new enrolments, followed by India and Bangladesh, Pakistan, South Korea, and Belize (Table 14A, MUN’s Factbook, 2013). In 2013, students from almost 70 different countries were studying at Memorial. Recruitment efforts are showing growth in all regions, speaking to the diversity of cultures and languages that are now coming to MUN.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>534</td>
<td>513</td>
<td>1047</td>
<td>525</td>
<td>454</td>
<td>979</td>
<td>334</td>
<td>245</td>
<td>579</td>
<td>297</td>
<td>205</td>
<td>502</td>
</tr>
<tr>
<td>Europe</td>
<td>58</td>
<td>62</td>
<td>120</td>
<td>59</td>
<td>55</td>
<td>114</td>
<td>54</td>
<td>42</td>
<td>96</td>
<td>53</td>
<td>47</td>
<td>100</td>
</tr>
<tr>
<td>Latin America/Caribbean</td>
<td>104</td>
<td>30</td>
<td>134</td>
<td>78</td>
<td>24</td>
<td>102</td>
<td>36</td>
<td>17</td>
<td>53</td>
<td>18</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Middle East &amp; North Africa</td>
<td>52</td>
<td>177</td>
<td>229</td>
<td>57</td>
<td>145</td>
<td>202</td>
<td>39</td>
<td>61</td>
<td>100</td>
<td>20</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>North America (US)</td>
<td>27</td>
<td>56</td>
<td>83</td>
<td>26</td>
<td>53</td>
<td>79</td>
<td>30</td>
<td>34</td>
<td>64</td>
<td>27</td>
<td>31</td>
<td>58</td>
</tr>
<tr>
<td>Pacific Oceania</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>187</td>
<td>69</td>
<td>256</td>
<td>158</td>
<td>59</td>
<td>217</td>
<td>75</td>
<td>11</td>
<td>86</td>
<td>33</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>International Total</td>
<td>963</td>
<td>909</td>
<td>1872</td>
<td>903</td>
<td>791</td>
<td>1694</td>
<td>568</td>
<td>410</td>
<td>978</td>
<td>448</td>
<td>349</td>
<td>797</td>
</tr>
</tbody>
</table>

*Taken from Memorial University Fact Book*

**International Enrolment by Faculty and Campus**

Table 5 illustrates programs in which international students are enrolled. While 88 students are undeclared, three faculties (Science, Engineering and Business) host 72.6% of these students. Of our international undergraduate population, 43.6% are in programs that require a Co-op placement. International students at Marine Institute involved in MI international contract work or industrial training programs are not reflected in this table.
### Table 5: Fall 2013 Semester Enrolment of International Students by Faculty & Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Faculty</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. John’s</td>
<td>Science</td>
<td>218</td>
<td>15</td>
<td>233</td>
</tr>
<tr>
<td></td>
<td></td>
<td>317</td>
<td>8</td>
<td>325</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>104</td>
<td>1</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td></td>
<td>335</td>
<td>5</td>
<td>340</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>294</td>
<td>20</td>
<td>314</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>83</td>
<td>15</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Not Specified</td>
<td>73</td>
<td>11</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td>1</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>29</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>8</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>HKR</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Pharmacy</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MI</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Grenfell</td>
<td>41</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>CNS/WRSON</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Distance</td>
<td>12</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>847</td>
<td>114</td>
<td>961</td>
</tr>
<tr>
<td></td>
<td></td>
<td>886</td>
<td>21</td>
<td>907</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1868</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differential Fees**

Memorial introduced a differential fee structure for undergraduate international students in 1993, initially set at twice the domestic fee. Graduate students do not pay a differential fee. In 2001/02 the provincial government reduced, and then stabilized, domestic tuition, resulting in an increasing gap in fee between domestic and international undergraduate students. Since then the exact cost of the international fee differential has been recommended by the Director of Financial Services, reviewed by the Vice-President’s Council and then approved by the Board of Regents. In 2013, the following fees applied:

### Table 6: MUN’s Tuition Fee Structure

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate course</td>
<td>$255.00</td>
<td>$880.02</td>
</tr>
<tr>
<td>Graduate Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan A (6 semesters)</td>
<td>$773.00</td>
<td>$953.00</td>
</tr>
<tr>
<td>Plan B (9 semesters)</td>
<td>$486.00</td>
<td>$632.00</td>
</tr>
<tr>
<td>Plan C (3 semesters)</td>
<td>$1010.00</td>
<td>$1312.00</td>
</tr>
<tr>
<td>Doctoral Program (12 semesters)</td>
<td>$683.00</td>
<td>$887.00</td>
</tr>
<tr>
<td>Graduate Diploma (9 semesters)</td>
<td>$323.00</td>
<td>$420.00</td>
</tr>
</tbody>
</table>

*Information provided by Cashier’s Office*
Academic Performance

Table 7 provides data on the performance and gender of international students, compared to domestic students and those from other provinces. While the majority of students at Memorial are female, such is not the case for our international population. In fall, 2012, 62.2% of NL students and 63.8% of Canadian students (new matriculants) were females while only 38.2% of their international peers were females. This ratio evolves somewhat over time but it has been holding steady for the last few years.

International students tend to take a course load comparable to both the provincial and Canadian student population but they have varied in their performance. In 2007, new matriculant international students had a 40.7% fail rate, compared with 11.5% of NL students. By 2012, this trend had reversed to 7.9% of international students failing, compared with 9.9% of NL students. In recent years, the international population has achieved as well as, if not better than, NL and Canadian students. International students, as a whole, perform as well as domestic students. However, further analysis of academic performance (provided by the Office of the Registrar) such as the Dean’s Lists and Scholarship awards, manifest few international students. It is not surprising that few international students win scholarships, because of the paucity of undergraduate scholarships open to international students. However, the scarcity of international students making the Dean’s List is surprising and suggests that language imposes a ceiling on academic performance.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Admission Type</th>
<th>Number</th>
<th>% Female</th>
<th>First Semester</th>
<th>% Female</th>
<th>Fail Rate (%)</th>
<th>Course Load</th>
<th>Semester Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>New matriculants</td>
<td>NL</td>
<td>1,677</td>
<td>62.2</td>
<td>9.9</td>
<td>4.78</td>
<td>65.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAN</td>
<td>341</td>
<td>63.8</td>
<td>11.7</td>
<td>4.84</td>
<td>64.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTL</td>
<td>38</td>
<td>38.2</td>
<td>7.9</td>
<td>4.45</td>
<td>69.4</td>
<td></td>
</tr>
<tr>
<td>Fall 2007</td>
<td>New matriculants</td>
<td>NL</td>
<td>1,796</td>
<td>63.8</td>
<td>11.5</td>
<td>4.81</td>
<td>64.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAN</td>
<td>348</td>
<td>64.9</td>
<td>20.1</td>
<td>4.83</td>
<td>61.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTL</td>
<td>27</td>
<td>34.6</td>
<td>40.7</td>
<td>4.70</td>
<td>54.7</td>
<td></td>
</tr>
<tr>
<td>Previous matriculants</td>
<td>NL</td>
<td>65</td>
<td>53.8</td>
<td>16.9</td>
<td>4.22</td>
<td>60.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAN</td>
<td>40</td>
<td>60.0</td>
<td>22.5</td>
<td>4.60</td>
<td>63.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTL</td>
<td>48</td>
<td>23.9</td>
<td>20.8</td>
<td>4.19</td>
<td>62.6</td>
<td></td>
</tr>
<tr>
<td>Previous matriculants</td>
<td>NL</td>
<td>76</td>
<td>61.8</td>
<td>25.0</td>
<td>4.29</td>
<td>59.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAN</td>
<td>41</td>
<td>41.5</td>
<td>24.4</td>
<td>4.71</td>
<td>58.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTL</td>
<td>23</td>
<td>63.6</td>
<td>4.3</td>
<td>4.39</td>
<td>65.2</td>
<td></td>
</tr>
</tbody>
</table>

English as a Second Language

The Faculty of Arts offers two English as a Second Language (ESL) programs. The Intensive English Program (IEP) follows a twelve-week semester format using a multi-skill program for intermediate or advanced students preparing for enrolment
at a university, and/or for those wishing to improve their English for business purposes. Most students require three semesters in the IEP before reaching an English language proficiency level allow for university admission. The Intensive English Bridge Program (IEBP) is a five-week program designed to improve or refresh English skills prior to students beginning first year university English courses. Grenfell Campus also has ESL programs that run parallel to those at the St. John’s campus. All ESL programs are cost-recovery and there is no ESL support available once students enroll at Memorial. While statistics have not been kept on these programs prior to 2012, the following table illustrates current enrolment levels.

**Table 8: Registered ESL Students, Fall 2012-Fall 2013**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Program Total Number Enrolled</th>
<th>IEBP</th>
<th>IEP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012*</td>
<td>New Students</td>
<td>21</td>
<td>101</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Previous Students</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>Total Number Enrolled</td>
<td>16</td>
<td>92</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>New Students</td>
<td>6</td>
<td>49</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Previous Students</td>
<td>10</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Total Number Enrolled</td>
<td>14</td>
<td>64</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>New Students</td>
<td>1</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Previous Students</td>
<td>13</td>
<td>44</td>
<td>57</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Total Number Enrolled</td>
<td>21</td>
<td>120</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>New Students</td>
<td>16</td>
<td>85</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Previous Students</td>
<td>5</td>
<td>35</td>
<td>40</td>
</tr>
</tbody>
</table>

*These numbers reflect St. John’s campus only as Fall 2012 was the first semester that ESL registrations were recorded on the Banner student system, for St John’s only. ESL advises that not all their students are recorded in the Banner system.

Following the ESL experience, or the completion of an English Proficiency Test, students complete an English placement test upon arrival at Memorial. This test places them in either 102F (a foundational, non-credit course) or English 1020 and then 1021 (which meets English requirements for most degrees). Graduate students have English 9992 as their first course. The following Table illustrates the enrolment and pass rate.

**Table 9: Enrolment & Pass Rates for English 1020, 1021, 102F & 9992**

<table>
<thead>
<tr>
<th>Semester</th>
<th>English 1020 N Pass Rate</th>
<th>English 1021 N Pass Rate</th>
<th>English 102F N Pass Rate</th>
<th>English 9992 N Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>71 97.2%</td>
<td>48 100%</td>
<td>29 96.6%</td>
<td>45 100%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>65 100%</td>
<td>51 96.1%</td>
<td>45 95.6%</td>
<td>0  --</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>43 88.4%</td>
<td>26 100%</td>
<td>28 100%</td>
<td>24 100%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>40 97.5%</td>
<td>0  --</td>
<td>10 100%</td>
<td>0  --</td>
</tr>
</tbody>
</table>
The Writing Centre

The St. John’s campus houses a Writing Centre. Grenfell and MI also offer writing supports for students through their library services. These writing services, while not established to do so, have become the only language/writing support for international students during their degree program. Tables 10 and 11 summarize the usage by Faculty at the Writing Centre on St. John’s campus for the calendar year 2013. While international students comprise 10% of Memorial’s enrolment and 25% of the graduate enrolment, their need for the support provided by the Writing Centre is dramatic, and is illustrated in Table 12. Demand on the Centre varies by Faculty and by degree type.

Table 10: Undergraduate Sessions at the Writing Centre, 2013

* Information in Tables 10-12 was provided by The Writing Centre
Table 11: Graduate Sessions at the Writing Centre, 2013

Table 12: Increase in demand for Graduate Sessions at the Writing Centre, 2013

Information provided by the School of Graduate Studies (SGS) and the Centre for Newfoundland Studies (CNS) sheds light on why so many graduate students are relying on the services of the Writing Centre. Table 13 examines the number of theses produced among graduate students by each of the seven highest users. When the information shown in Table 11 is considered, Table 13 suggests that international graduate students require as much support with their courses as they do with their theses (Master’s and/or Doctoral). A clear example is in the Faculty of Education where only 7.2% of graduate students are completing a thesis-based program yet they are the second largest users of the Writing Centre by international students. While it is not possible to identify whether international students are completing theses, the overall trend is clear. The table shows that, among the seven Faculties that rely most on the Writing Centre, the overall number of completed theses has fallen slightly, but the demand for writing support has grown. Graduate
students are using the Writing Centre to manage course assignments rather than to write theses.

<table>
<thead>
<tr>
<th>Table 13: Graduate Degrees and Theses Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Arts</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Medicine</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Information provided by Graduate Studies and CNS (QEII) and MUN Fact Book, Tables 4 & 5.

**Housing**

Memorial’s three main campuses operate within cities with remarkably low vacancy rates. Both St. John’s and Corner Brook struggle to provide affordable housing and rental space for their citizens but student populations further tax rental options in both cities. Both St. John’s and Grenfell dramatically increased the availability of housing beds on their campuses in 2013 with the opening of new residence facilities. On-campus housing serves to create a healthy community for students in which to live and to study. Campus housing prioritizes first-year students as those who graduate high school within the same calendar year as university enrolment. This prevents many international students from being able to qualify. Graduate students are not assured accommodations on campus, excepting 30 beds operated by Graduate Students Union at Feild Hall. Grenfell, having more flexibility with on-campus housing, has been able to accommodate international students. Both the St. John’s and Grenfell campuses have an office to support students in securing rental space in the community. Table 14 illustrates the availability of housing on campus as well as its usage by international students. Additional information provided by housing indicates that graduate students occupy less than 3% of all beds on campus.

<table>
<thead>
<tr>
<th>Table 14: Housing availability for International Students (IS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Paton College</td>
</tr>
<tr>
<td>New residence</td>
</tr>
<tr>
<td>Burton’s Pond</td>
</tr>
<tr>
<td>GSU</td>
</tr>
<tr>
<td>Total – St. John’s</td>
</tr>
<tr>
<td>Grenfell</td>
</tr>
<tr>
<td>Residence Complex</td>
</tr>
<tr>
<td>Chalets</td>
</tr>
<tr>
<td>AS Residence</td>
</tr>
<tr>
<td>Total - Grenfell</td>
</tr>
<tr>
<td>Total MUN</td>
</tr>
</tbody>
</table>
Summary

Today, recruiting international students holds the attention of governments, communities and campuses. At Memorial University, this attention has intensified with the release of the recent *White Paper on Internationalization* and *The Enrollment Plan 2020*, and sets the plan for a continued increase in international enrolments to meet enrolment targets. Recent years have seen a rapid increase on all Memorial campuses of this cohort of students and strategic plans for future growth. Demographic trends underscore the need for this growth at Memorial, as well as the need to effectively support international students in both transitioning to live here and in successfully completing their degrees. While supporting all of our students is an institutional priority that requires resources, it is important to consider the value that international students bring to Memorial’s campuses and how they strengthen the learning experience of domestic students. Our province remains a remarkably homogenous community, yet we expect our graduates to live and work in an increasingly pluralistic society. The Qualities of a Graduate, as outlined in the Teaching and Learning Framework and in the University’s mission and vision statements, emphasize the need for a more culturally diverse student population in order to strengthen the learning opportunities for all who live, work and study here.
Chapter Three: What We Heard

Introduction

This section reflects the findings of the consultations, focus groups, and the Intercultural Development Inventory (IDI). It reflects conversations gathered from each of our three main campuses: St. John’s, Marine Institute and Grenfell. No one person or group is identified; rather, emergent themes are presented as they surfaced during the study. However, each campus is identified only when concerns are specific to each and which may not necessarily reflect the broader institution. The findings have been organized around a number of headings that emerged as dominant themes.

This discourse is situated in a context of broad institutional recognition of the critical importance of both attracting and supporting international students. Respondents expressed widespread interest in improving and expanding existing networks of supports, as well as enhancing our own intercultural competency in recognizing and understanding an increasingly pluralistic institution. Likewise, international students were quick to recognize how welcoming and friendly the institution is. Nonetheless, the themes that emerged from the conversations suggest more must be done to ensure that Memorial continues to evolve into a truly inclusive and responsive institution – one which reflects the values of the graduate as articulated in the Teaching and Learning Framework.

Challenges Identifying the Needs of International Students

It became obvious early in this study that identifying students who are vulnerable because of second language and/or second culture is a challenge, both at time of admission and during their degree. International students are not a homogenous group and their needs can be very diverse, complex and changing. Vulnerability among international students varies by program type, faculty, language and culture of origin. For example, the needs of students from South Africa, the United States and Bangladesh can be radically different; and the needs of graduate students in Science, or in a thesis-route Arts program vary significantly. At present, international students are identified on admission by home address and high school English courses. Applicants are asked to self-identify as Canadian or non-Canadian, and to disclose first language. First-generation students, including new Canadians, are not currently identified, yet they will likely encounter similar challenges of language and culture transition. Discussions are ongoing at the Registrar’s Office on how best to identify these students so as to refer them to appropriate supports.

At the same time, Memorial had not collected data specific to this group of students until recently. Memorial’s Enrollment Plan 2014 reflects the need to grow international student enrollments to ensure the long-term viability of the institution. Identifying and responding to their evolving needs thus becomes critical. Canadian post-secondary institutions are competing to recruit these students by expanding impressive services and supports. In order to compete, institutions must
provide an array of support services and stay closely attuned to the evolving needs of this group. The International Student Barometer (ISB) is a standardized instrument used more frequently in North American post-secondary schools to track experiences, evaluate supports and inform decisions of international students from application to graduation. Both the literature review and environmental scan identified a growing trend in post-secondary schools towards the use of the ISB. There have been significant discussions at Memorial on the need to use this instrument to ensure an understanding of need, as well as the effectiveness of supports provided to international students.

Continuous assessment of, and attunement to, the students’ changing needs afford Memorial the opportunity to be truly responsive, and thereby to encourage undergraduate international students to continue on with graduate studies. Ongoing monitoring also emphasizes opportunities to create international student alumni ambassadors for the institution, who will eventually return to their home countries and support recruitment efforts.

**Pre-arrival Concerns**

Each of Memorial’s campuses has been increasingly assertive with recruitment activities through the Office of Student Recruitment, faculty-based initiatives, and the use of recruitment agents. As a result, there has been a steady and dramatic increase in the number of international students enrolling in recent years. However, student recruitment is an increasingly competitive field that is predicted to become even more competitive in the years ahead. Memorial’s recruiters, as well as international students themselves, report that they are looking first for a Canadian university and then Memorial emerges because of its low tuition. International recruitment agents are paid based on a percentage of the tuition that students will pay in their first year. Subsequently, agents have more to profit from placing students at institutions with higher tuitions. Memorial is not attracting the most academically competent or the wealthier students; rather, we are getting students for whom finances play a major role in the decision to choose Memorial.

Social media is a growing way of connecting with, and streaming information to, international students. Recruitment strategies target schools where English is either the language of instruction or has been a strong subject area at the high school level. There is, however, great diversity in the English language proficiency of these students. Three significant obstacles that challenge recruitment efforts at Memorial include: low tuition, which usually raises concern for academic rigor; the inability to guarantee housing (especially when parents are involved in the decision-making); and an inability to register students at time of recruitment (unlike other Canadian institutions, which are able to do so). In an increasingly competitive marketplace and with shifting target markets, these obstacles need to be addressed.

Niche market recruitment has been highly recommended as an effective way of attracting students by showcasing areas of institutional excellence. However, we
found only two examples of this approach in our study. The Marine Institute’s outreach and marketing programs build a strong international campus as well as solidify a global reputation for academic excellence using a niche market approach. A second example is the School of Business, which has carefully established partnerships with universities in other countries to create a model where students begin their studies in their home country, use an English as a Foreign Language approach, and then transition to Memorial to complete their degree. This is referenced as a “2+2 model”. An exceptionally high graduation rate, as well as impressive enrollment growth, underscores the effectiveness of this model. The larger Memorial institution can learn from these examples of niche marketing for international students.

Accessing accurate and sufficient information prior to their arrival on campus is also an area of concern for international students. The Establishing Student Relationship Program (a committee of the Registrar's Office which strives to create effective communication with all incoming students prior to registration) time delays, geography and other obstacles challenge their ability to fully inform international students. The students themselves reported that Memorial’s website contains most of the information that they require, but it is difficult to navigate and finding pertinent information can be problematic. This is especially true of the Grenfell campus website. Access is further complicated for the enquiring student burdened by limited language skills and a lack of awareness of the specific geography of Newfoundland. For example, several students at Grenfell thought they were coming to St John’s, and most were surprised that Corner Brook was geographically located so far from the St. John’s campus. There is concern for consistency of recruitment messaging between the St. John’s and Grenfell campus, especially around physical location, transferability of courses (Business in particular), availability of courses, and time to completion.

A significant need for additional information on cost of living, accessing housing, transportation, and the realities of climate and geography also became evident. Distance Education and Learning Technologies (DELTs) affords an opportunity to develop on-line videos that can connect with students, and begin pre-arrival and orientation activities. Information such as banking options, cell phone service providers, grocery shopping, health services, housing options, geography of the city and campus can all be provided on the website, well in advance of arrival. Finally, while accessing virtual information is admittedly important to students, we also consistently heard comments that being able to speak directly with a person, and thereby establish a personal connection with Memorial was the most helpful option. International Student Advising (ISA) is the support unit where most of the students eventually find this personal connection, but oftentimes they are not aware of the ISA programs until after they arrive. Efforts must be made to ensure that all international students are virtually connected with the ISA and with a personalized experience prior to arrival. Transition planning and retention begin at recruitment.
Challenges Accessing Affordable Housing

Undergraduate international students may qualify for on-campus housing but they experience so many obstacles applying for, and accepting a space that they are often unable to compete with domestic students for the limited rooms available. A dearth of available graduate student housing is also a concern. Pronounced inconsistencies around policies and messaging around the accessibility of on-campus housing for international students was identified by the researchers. Such confusion is acerbated by cross-cultural understandings of a difference in applying for admission to residence versus applying to the institution. Finally, dramatic inconsistencies between residence application policies and fees between Grenfell and St. John’s campus add another layer of confusion.

Students are left relatively on their own to find rental space in cities (St John’s and Corner Brook) where vacancy rates are less than 2% and where lack of public transportation is a recognized concern. Frugality drives many of the decisions made by international students, consequently they often arrive after midnight when the campus is closed. A disproportionate number arrive between Christmas and New Year’s, because this is often the cheapest time for air travel. Students arrive in cities that are in holiday mode and to campuses that are closed. While the ISA has an airport pickup program, not all students are aware of this service. Students’ inability to access campus housing leaves them completely on their own, searching to secure accommodations. We heard countless stories of students at the St. John’s campus being taken home by strangers who see their vulnerability at the airport, or of taxi drivers who quickly discover there is nowhere to deliver them. The absence of a 24-hour check-in program at student housing at the St. John’s campus stresses those few who do manage to make it into on-campus housing. Even more disconcerting is the arrival of graduate students accompanied by their family, who experience a profound degree of stress trying to secure appropriate housing and daycare.

Pre-arrival orientation and online videos highlighting the services of the ISA could help lessen this frustration. Off-Campus Housing does help facilitate the location of rental space, though many students report frantic searches through venues such as Kijiji. During each semester at the St. John’s campus, significant resources at the ISA are afforded to help students resolve conflicts with landlords and to ensure adherence to the Landlord Tenant Act. Guaranteeing international students a space in residence for their first two semesters, if needed, would substantially reduce arrival stress, and provide a more positive first impression. The vast majority of international students report a preference for living in an apartment, primarily to allow them to do their own cooking. Supporting a smoother transition to our province would guarantee that they make more informed decisions that will support long-term academic success.

Lack of available housing at the St. John’s campus has a significant impact on the academic progress of international students. They spend the first number of weeks
trying to secure and establish living accommodations, and then struggle with public transportation to get to and from their classes. International students change accommodations quite often as they are forced into making uninformed decisions and begin to experience conflicts with landlords. The development of Living Learning Communities in on-campus housing is an important step in providing a place where international students belong. Food and nutrition also impact academic progress. While significant improvements have been made with the university caterer at the St. John’s campus, international students continue to experience limited food options. As a result, most prefer to live in apartments where they can cook for themselves. Students at the Grenfell campus reported frustration with the lack of healthy foods options at their campus.

Financial Vulnerability

Memorial’s low tuition often gives a false impression that cost-of-living in Newfoundland is also low. International students secure money to meet Visa requirements but quickly discover the financial reality of living in NL. Additional obstacles extend their degree completion such as having to complete foundation courses and an inconsistent availability of required courses. To quote one student, “The tuition is cheap but it costs us a fortune to finish”. International students are financially vulnerable and have few, if any, sources of support. Job opportunities are limited to campus and most scholarships (excepting an entrance scholarship) are not open to them. Accessing money from their home countries can become a problem, affecting their capacity to register for courses. The institution’s decision to stop accepting VISA appears to have had a disproportionate negative impact on international students. There was consistent discussion on finding a method to strengthen on-campus employment and scholarship opportunities specific to international students.

There is also concern for the cost of food, given that international students typically struggle financially. They are the most frequent users of the food bank on MUN’s campus, yet the food they need is not readily available there. There was considerable discussion for the need to support the food bank in accommodating the unique dietary needs of international students. There is a need for an accurate online cost-of-living estimator to be a part of the pre-arrival experience to assist with financial planning. There was also concern for the availability of food to meet the dietary needs of international students on campus. Grenfell campus was particularly problematic, helped only by the students’ ability to cook for themselves in residence. At the St. John’s campus there was wide recognition that the current food service provider has made dramatic improvements to both a healthier diet, as well as to appealing to an international cuisine. There is solid evidence that the food service provider is striving to remain attuned to the evolving dietary requirements of a shifting student base.

A significant, yet unforeseen, extra expense surfaces with the results of mandatory placement tests. Within the first few days of arrival, students may discover that they
have to write an English Placement Test at all three of our campuses, and a Math Placement Test (MPT) at the St. John’s campus, in order to identify their first English and Math courses. Students must complete these exams even though they have been travelling for a number of days and oftentimes have yet to secure housing. Poor performance on either of these tests can result in students’ having to go to foundational programs that extend both the cost and duration of the degree. Prior awareness of (or opportunity to prepare for) these exams is inconsistent at best. Conversely, delaying these two tests prevents students from registering for their courses, which puts them at a disadvantage in securing appropriate course selections. There needs to be discussion and planning between the Mathematics and English departments, the ISA, and the Registrar’s office on how to lessen this stress while ensuring that students begin appropriate courses. An alternative could be to encourage international students at the point of recruitment to complete the SAT for Mathematics prior to arrival, which would negate their having to do the MPT here.

International students are particularly perplexed by having to pay for foundational courses for which they do not receive credit, even though there is room in their degree for electives. Many international students struggle to comprehend this concept of paying for and completing a course for which they get no credit, and they see this as an unnecessary extension of the length of time to attain their degree. More critically for these students, it can immediately increase the projected cost of their degree by 25% by adding one year to a four-year program. We heard a growing recommendation to remove or replace foundational courses, especially given the high pass rate in the foundational English courses.

**Absence of English as Second Language Supports**

There appears to be ambiguity concerning the amount of time required to complete the English as a Second Language program (ESL), which currently operates as a cost-recovery unit under the Faculty of Arts. While the program admits students who are at very different levels in their English-language development, the length of time required to finish and attain university admission seems to be unclear to students and, subsequently implies yet another expense that they were unprepared for. For example, most students who require the ESL program to pass a language proficiency tests will require three semesters to complete the program. International students often view their time in ESL as being unnecessary and expensive, yet when they begin their first English credit courses they struggle. Optimizing the ESL experience to include broader programs such as conversational English, workplace language and social discourse will ensure a smoother transition to the English credit courses.

Without question, the primary concern for the academic success of international students was the complete absence of ESL support as they pursue their degree. The ESL program is a pre-MUN service and, once completed, students cannot access ESL support. The Writing Centre, operated by the Faculty of Arts and staffed by one person (with student assistants) is the only writing support that international
students can avail of. There is no support whatsoever for reading comprehension or social linguistics. Statistics provided by the Writing Centre (see the “Provincial Context” chapter) identify the disproportionate number of international students who rely on the centre, graduate students in particular. The Writing Centre has no ESL expertise and, furthermore, staff has no access to training in ESL. We often heard that, for graduate students, the writing of a thesis is the true demonstration of their written language skills. The Writing Centre, however, does not have the resources to offer seminars or writing programs specific to support the writing of a thesis. While graduate students often need help with the thesis writing, the number of graduate students on a thesis route has dropped to 35.9%. For example, international students in the Faculty of Education are the second highest users of the Writing Centre, yet only 7.2% write a thesis. This indicates that graduate students are relying on the services of the Writing Centre to manage their courses. Currently, there is overwhelming evidence of the need for a teacher of English as a Second Language (TESL) at the Writing Centre. A TESL staff person would quickly provide an invaluable service to international students and to the centre itself. Such a person could develop and offer seminars and programs specific to the needs of international students, as well as train the student tutors.

It should be noted that the Faculty of Engineering recognizes the critical importance of the Writing Centre for its international population, and consequently funds additional student tutor hours. Given the disproportionate use of the centre by different faculties, it is difficult to understand why the Faculty of Arts alone funds it. We were not able to identify any other writing or support programs for international students at MUN. Because 40% of the differential fee paid by international students goes back to each Faculty for the purpose of funding support programs, there was considerable discussion on the need to explore the types of support that are available to international students from this fee.

The need for additional support and services at the Writing Centre is evident, but there is also a need to enhance reading comprehension, expressive language, professional practice language, and social discourse. For example, international students enrolled in the English Foundation courses are also taking other courses that require solid English language skills. Their language skills are not sufficient to take the first credit course in English; however they are permitted to enroll in four other credit courses that assume English reading, language and writing proficiency. While they struggle, there is no evidence that they are not succeeding in the credit courses- further arguments to remove the foundation courses and create timely support services. We also heard concerns that many international students will delay completing their English courses until later in the degree, especially those for whom English is a struggle. For example, many pursue English 1020 in their first term, but delay doing English 1021 (which focuses on writing) until the end of their program. Respondents recommended that international students be strongly advised to complete their English courses in their first year to optimize their overall language proficiency. It was also suggested that Arts 1500 (An Introduction to
University Writing), currently offered in the First Year Success Program, be made available to international students.

Language proficiency is a particular issue for science courses that entail laboratory components. Lab safety is a dominant concern of Faculty in these courses, and language skills are central to understanding risk and personal safety. At present, there is no mechanism to ensure that international students have the requisite language skills to be safe in labs. There is a need to develop a lab language safety course. It is obvious that the provision of support find a balance between faculty initiatives and those of the wider institution.

A centralized model of support cannot work when enrollment is so skewed toward a few Faculty, and the program needs within each are so different. In total, 29.9% of international students are in Science; 23.8% are in Engineering and 18.9% are in Business. Another 8.7% of undergraduate international students are undeclared. At the graduate level, 53.7% of undergraduates are in Science and Engineering. Writing demands, pedagogical practices, research expectations and language requirements vary significantly by program, thesis/all-course routes and graduate or undergraduate degree.

**Broader Academic Supports**

Transitioning to place and culture becomes a critical part of the students’ arrival and often establishes the trajectory of their academic success. Orientations need to focus on helping these students find their way around the campus/community, to identify support services, and to recognize the cultural differences inherent in various types of authority figures. Consultations revealed considerable interest in a transition course, for credit, during the first semester at Memorial. Such a course surfaced in the environmental scan and reflects a significant part of first year supports for international students found at other Canadian institutions. Many of our key informants thought this was a timely initiative for Memorial to consider, and international students themselves unanimously said it would have made a positive impact on their successful adapting to Memorial. Recognizing that among international students there is wide diversity and a range of vulnerabilities, it was strongly suggested that that this course be highly recommended, but not mandatory, for both undergraduate and graduate students.

Another worrisome issue expressed by international students was the absence of a course plan for their degree. Students expressed frustration with not being able to pre-plan their course-loads and access required courses and electives. This inability to plan their degree often lengthens their time to completion and increases the program cost significantly. This was particularly problematic at Grenfell Campus where the smaller student population implies less frequent course offerings. Students were quite clear in calling for a course plan at the beginning of the program, one to facilitate financial and academic planning.
At the graduate level, there were discussions about availability of and access to supervisors, especially during Faculty’s non-teaching semesters and sabbatical leaves. The isolation inherent in graduate studies as well as the power differentials that can arise, add to the vulnerability of international graduate students. International students also reported lack of clarity on appeals processes and/or availability of Faculty advisors to support them. The International Student Advising (ISA) Centre is the sole support.

A disproportionate number of academic misconduct cases arise each year, dominated by cases of plagiarism. We continually heard of the need for explicit instruction in cross-cultural understandings of cheating and plagiarism and the delineation of accurate methods required to reference information. The library is an invaluable source of knowledge in this area and the place where many international students spend significant time. There are, consequently, opportunities for seminars, videos and tutorials targeted at the needs of international students, and the library is the obvious venue for such resources. A transition credit course for international students would include a module on information literacy.

Work-term placements and co-op internships can also be a struggle for international students. At Memorial, 43.6% of our international undergraduate students are in the Faculty of Business or Engineering, where co-op work terms are mandatory. They often need support with resume writing, interviewing skills, and workplace etiquette (reflecting cultural differences). Again, social language and professional discourse become an obstacle for them, at times resulting in problems getting a placement. The Faculty of Engineering offered, through the Co-op Office, an elective course for international students but students seldom recognized it as being important until it was too late. Subsequently, it was discontinued in 2013. Career Development and Experiential Learning (CDEL) also devised a support program for preparing students in applying for a co-op placement, but it has no budget to deliver the program.

We also heard that our curriculum is North American-centric. Likewise, there was equal discouragement over the limited opportunities domestic students have to experience other cultures. Both the literature review and environmental scan identify a growing trend at post-secondary institutions to support domestic students in acquiring an international experience prior to graduation.

International students take few on-line courses yet, they are generally considered to be very computer literate. Two challenges did surface, the first being proctoring exams in foreign countries (DELTS, however, is well aware of this and is taking steps to resolve the concern). A second challenge concerns graduate students who come to Memorial and then discover that many of their courses are only delivered by on-line delivery. This adds to their sense of isolation, limits opportunities to integrate, and lessens language development. This was a particular concern for the Faculty of Education, which offers a significant number of on-line graduate courses. Program
formats and modes of delivery should be made explicit at time of admission to avoid needless confusion.

**Challenges with Social Integration**

The International Student Advising office (ISA) at all three campuses is the mainstay of supports for these students and is held in high regard by students, faculty and staff. Their commitment to supporting international students is exemplary. The passion of the ISA staff in being closely attuned to the needs of the students is admirable. This centre is the “go to” service for any and all issues that arise in the lives of international students, and we continually heard of its seminal importance to them, as well as to staff and faculty who interact with these students. On the St. John’s campus, the office does not have its own budget and is unfortunately squeezed into a location on the far corner of the campus, without access to the tunnel system. There was unanimous agreement that the ISA needs a better location, and that it be appropriately resourced to meet the complex needs of this growing cohort of students.

A lack of social integration of international students was noted. International students report that while Newfoundlanders are exceptionally friendly and welcoming, they find it difficult to establish enduring relationships and are left to socialize primarily with other international students. Language, lifestyle, and cultural differences become impermeable obstacles to establishing meaningful and lasting friendships. This was a consistent concern across race and language, and we heard the same comments from students from Europe, South Africa, and the United States. This lack of social integration has alarming implications for other, more socially marginalized, student populations. If international students are not able to integrate, what is the experience of aboriginal students or the LGBT community, for example?

Grenfell Campus has a program that partners international students with staff and/or faculty members, encouraging more social integration. The ISA at the St. John’s campus also has a mentorship program with a similar goal. There was a clear need to expand such initiatives and encourage greater participation. Limited social integration is not only a loss for international students, it is a missed opportunity to provide domestic students with greater international experiences. It is also a lost opportunity to develop international ambassadors for recruitment, as well as to encourage international students to continue their studies in graduate programs at MUN.

Multi-cultural concepts of mental health and counselling are viewed as relevant. Transcultural health is a growing concern and is a rapidly expanding area of professional practice and research. With over 90 countries being represented in our student population, model of counselling, wellness and health must be revamped. Medical health treatment, illnesses, and physical well-being assume a broader articulation in a diverse student population requiring a more individualized
approach. Differing religions and faith practices also require appropriate accommodations and space.

**Intercultural Competency**

Memorial has been using the Intercultural Development Index (IDI) for the past number of years as part of its intercultural competency training programs. The IDI is a 50-item survey based on the Developmental Model of Intercultural Sensitivity (DMIS) theorized by Bennett (1993) that has wide application particularly in educational and business organizations. According to the DMIS theory, intercultural learning follows a predictable series of stages along a continuum that begins with an ethnocentric view of cultural difference and potentially develops to a more sophisticated ethnorelativistic understanding. Intercultural competence is the ability to recognize and understand cultural commonalities and differences and adapt behavior accordingly.

This research project invited leading faculty and staff from each of our three main campuses the opportunity to complete the IDI. The intention was to develop a sample large enough to indicate where the institution is in this area. Combining the results from this recent administration with those completed during the last two years, a total of 135 faculty, staff and senior administration at the St. John’s, MI and Grenfell campuses completed the IDI. From those results a group profile was created to determine the level of intercultural competence reflected within the institution.

Group results indicate that the majority of participants hold a *minimization view* of cultural difference. This is the earliest of the ethno-relative stages and is characterized by a tendency to minimize difference and focus on ways people are the same (universal beliefs, human biology, etc.). People who hold this worldview tend to value equality and hold a belief in fundamental human rights. In practice, people with a minimization worldview are often perceived as well intentioned; however they do not attend enough to difference, resulting in struggles to find creative and adaptive ways to respond when challenged on issues that are culturally based.

The range of scores indicates that there are members of the university community at the beginning stages of their intercultural development and, conversely, members who are bicultural or have integrated aspects of many cultures in the formation of their identity. This broad distribution of scores suggests that there may be challenges with finding consensus on cultural issues, developing policy and identifying practices and procedures that are inclusive.

Benchmarking the level of intercultural competence is important in understanding the experience of international students as they transition to, and interact with, the Memorial community. Results align with the articulated experience of international students, faculty and staff as it relates to their daily intercultural interactions and
overall general impressions. Memorial is perceived as a welcoming place where there is a collective desire to help and support international students. Policies and procedures stem from sincere efforts to create an equitable environment within the institution, but efforts to be inclusive, particularly relating to aspects of cultural difference, likely fall short, as demonstrated by the lack of social integration. It is important to assess the readiness to accommodate the diversity that exists on-campus and the increase in diversity that is predicted in the coming years. These results indicate a starting point for future professional development and intercultural learning opportunities. When the majority of people in an organization hold a minimization perspective on cultural difference, it is recommended that they focus their efforts on examining aspects of their own culture, and then begin the process of examining differences that exist in other cultures. This ability to recognize cultural differences and reflect on how they relate to one’s own values and beliefs are the necessary next steps for continued intercultural growth (Bennett, 2009).
Chapter 4: Summary and Recommendations

International students are on the agenda of governments, communities and post secondary institutions that collectively face increasing challenges of enrollment stability and labor market demands. Both the economics and demographics of contemporary Canadian society necessitate an enhanced relationship with international students, not just to stabilize enrollment but also to strengthen communities. Intercultural competency has become its own discipline of inquiry at post-secondary institutions. Ensuring optimal capacity in identifying and responding to the needs of an increasingly pluralistic population is now a priority for Canadian institutions. Today’s university graduates require intercultural competency as part of their professional skill set if they are to engage and compete in the global market place.

This is particularly true in Newfoundland and Labrador, where a rapidly declining and aging population challenges the viability of communities and hinders labor growth in an unprecedented way. Memorial University has made valiant efforts to stabilize enrollment through aggressive recruitment, particularly at the international level. Today, 29.1% of MUN’s enrollment is comprised of out-of-province students; 10% of our overall enrollment, and 25% of our graduate population are international students, representing over 90 different countries. The future of MUN is one of cultural, religious and linguistic diversity.

International recruitment is an increasingly competitive field. In order to remain competitive, MUN must be attuned to the changing needs of this diverse and evolving group of students. Our study sought to begin this process by providing a comprehensive overview of the experiences of international students and a corresponding portrait of the institution’s intercultural competency. A mixed methods approach was used across all three of our main campuses: statistical analysis by the Centre of Institutional Analysis and Planning (CIAP), a review of the literature, an environmental scan of international support services at other Canadian institutions, 137 individual consultations, 6 focus groups with international students, and the administration of the Intercultural Development Inventory (IDI). A wealth of emerging data informs Memorial as it moves forward with its three strategic frameworks (Engagement, Research, and Teaching and Learning), as well as its current internationalization and enrollment plans.

This study intended to use the Teaching and Learning lens to explore the needs of international students, assuming an academic vulnerability based on second language and/or second culture. However, what quickly emerged was the realization that these students are not as academically vulnerable as was initially suspected, given that their performance is at least on par with domestic students. They appear highly motivated, focused, and committed to academic success. Their vulnerability stems primarily from the five factors delineated below:
1. **Pre-arrival and Arrival Challenges**

International students face numerous obstacles between recruitment and acceptance that, for international students, are both unrealistic and unmanageable. Likewise, arrival to a foreign country and language often results in more barriers, confusion and uncertainty. Decisions made during this time have an immediate, and often cumulative, impact on their experience and program. Few international students have a smooth and seamless entry experience and the start of their program is more often than not marked by significant stress. While many of those obstacles are external to the institution (such as delays with Visa applications and/or transcripts) many can be resolved by Memorial with greater efficiencies and the provision of more timely and comprehensive information. Within their first few days of arrival, before housing is secured, they have to write English and Math Placement Tests, which can result in their having to take Foundation courses - adding a full year to their degree and increasing the cost of their program by 25%. There was overwhelming evidence that immediate action is required to transition these students into our campus and community with greater support and with a more welcoming introduction.

2. **Accessible and Affordable Housing**

International students can apply for on-campus housing on the St. John’s and Grenfell campuses. However, the numerous pre-arrival obstacles interfere with both application and confirmation for housing space at the St. John’s campus. While the ISA and Off-Campus Housing at the St. John’s campus try their best to support those who request help, many students arrive without any plans and end up desperately searching for accommodations. Too many students couch-surf for days, or stay in hostels or cheap hotels, frantically searching, in a foreign language and culture, for living arrangements in a city with a vacancy rate of less than 2%. Decisions made in those first few days have a cumulative affect on their academic success and experience. The mere fact that they persist, and go on to perform as well academically as domestic students is, in itself, remarkable.

This lack of accessible on-campus housing is an immediate and fundamental issue facing international students. Expecting them to launch an academic career at MUN without a roof over their heads or a bed to sleep in is unacceptable. It gives an impression of this province that is inconsistent with our values and the hospitality for which we are noted.

3. **Financial Vulnerability**

In today’s highly competitive recruitment of international students, MUN struggles to attract academically competent and less financially vulnerable students. Currently, our international students are, primarily, those for whom low tuition is a major part of their decision-making. They enter MUN with limited financial resources and delays to their degrees and cost-of-living challenges quickly add to their stress. Frugality drives every decision. They are the single largest group of students who rely on the food bank, they struggle to secure employment, they immediately feel the impact of shifting global instability, and have no alternative...
source of financial support other than scarce monies from home. It is little wonder that being referred to costly foundation courses at the start of their studies is so upsetting because of the added layer of financial stress. Such financial fragility among our international students leaves MUN with two choices: we either improve our niche market recruiting to attract more financially independent students, or we improve our support for these financially susceptible students who have chosen MUN.

4. **English as a Second Language Supports**

Language proficiency is a universal concern for international students, yet MUN’s model of support has not kept pace with the demand for English as a Second Language (ESL). Other than the resources of the Writing Centre, there is no academic English support during their degree program, and no ESL support available at all. Consequently, international students rely disproportionately on the Writing Centre to complete their program requirements. There is a significant need to establish a decentralized model of academic supports in the three Faculties which house 72.6% of these students (Science, Engineering and Business), as well as a strengthened the Writing Centre for the 27.4% spread among the other faculties. Given that the most significant growth of international students has been at the graduate level, this lack of ESL support helps explain the significant decrease in the number of graduate students opting for the theses route to complete a Masters degree, which is in conflict with the university’s research agenda.

5. **Social Integration**

International students describe the province of Newfoundland and Labrador as being a friendly place, and people as being very helpful. They report countless examples of kindness from strangers, of enthusiastic support, and the hospitality for which we are world famous. They feel safe, welcomed and remarkably happy to be here. However, they do not have opportunities to socialize with domestic students, and are left to form relationships almost exclusively with other international students. While they are often the first to attend student social events, language, culture and lifestyle form an impenetrable barrier to domestic students. The vast majority reported that when they return home after completion of their program, there will be no lasting connection with the province. It is immensely disappointing to discover that these students can spend five years living and studying in “the friendliest place on earth” and yet leave without having formed enduring friendships with our people. Equally, it is a lost opportunity for domestic students, as well as for faculty and staff.

**Intercultural Competency**

A sixth area of concern emerged, relating not to the needs of international students but rather to Memorial’s intercultural competency. There is a dearth of intercultural experiences for domestic students as well as cross-cultural content in the curriculum at our three campuses. The results of the Intercultural Development Inventory indicate that the institution remains in a minimization level of intercultural competency, indicating the need to embrace broad-based diversity
education for students, faculty and staff. While we propose to launch graduates into the global community, few of them acquire any intercultural experience during their degree. The Faculty of Medicine is the exception to this, with a transcultural curriculum and numerous opportunities for students to gain intercultural experience. They recognize that physicians have to be prepared to work across languages, cultures and socio-economic conditions in the delivery of patient care. Other faculties could learn from their example.

Collectively, these findings emerge at an opportune time for Memorial. In many ways, they serve as an intersection of its three main frameworks: Teaching and Learning; Engagement; and Research. Findings also compliment both the White Paper on Internationalization and the Enrollment Strategy (2014) with tangible areas for investment. As Memorial continues to work towards becoming an inclusive and accessible institution, it recognizes the importance of remaining aware and responsive to multiple markers of difference. Addressing intercultural diversity provides an opportunity to revisit, review and, where necessary, re-envision policies, procedures, and programs for international students while raising cultural awareness for all - - students, faculty, and staff.

Moving towards an international campus implies much more than recruiting more incoming students and responding effectively to their needs. Encouraging students to gain greater international experiences during their time at Memorial through study-abroad programs, internships and exchange opportunities is also an important element in the process. Our institution needs to broadening our curriculum to ensure that our graduates become global citizens who are ready to work across cultures in today's global marketplace. Building our own intercultural competency will ensure that Memorial is an inclusive environment, one globally recognized for its excellence in engagement, teaching and learning, and research. An exemplary international campus is marked by being attuned to building a value chain, where every link, every point of connection with all our students, adds value to the larger experience of Memorial University of Newfoundland and Labrador

Recommendations

At Memorial, the International Student Advising Office (ISA) is the coordinating and support service for all international students and the “go to” location for all issues relating to these students. Faculty, students and staff hold the ISA in high regard and are quick to applaud the dedication of its staff. However, the ISA (like other university services related to international students) has not been able to expand at a level that is reflective of the growth of the population it serves. Today, a decentralized network of support programs is required to respond to these students.

To reach the goals Memorial has set forth – for enrollment, research, internationalization, and engagement – it is recommended that:
Pre-Arrival and Arrival Challenges

- The Office of Student Recruitment develop transparent recruitment messaging between Grenfell and St. John’s campuses, especially on transferability of courses (i.e., Business).
- The Office of Student Recruitment develop a strategic plan for improved niche market recruitment to attract academically strong and financially stable undergraduate and graduate students.
- The Office of the Registrar and The Office of Student Recruitment explore expediting the timeframe from recruitment to acceptance for both general and competitive entry programs.
- The Office of the Registrar develop a process for accepting students on international soil.
- The Office of the Registrar articulate transparent academic requirements for admission into both general and competitive entry programs based on international curricula including: International Baccalaureate, American Curricula, British Patterned Education (A Levels and International GCSE), and others.
- The Office of the Registrar establish with Faculties and Schools a database for transfer courses which have been previously approved by the academic units, that will serve as precedents and help expedite recruitment and acceptance.
- Student Housing establish common fees with a seamless and efficient processes for applying for on-campus housing at both St. John’s and Grenfell Campuses.
- ISA develop a series of orientation videos (Canada, NL, St. John’s, Corner Brook and Memorial's three campuses), translated where appropriate.
- ISA develop an online cost-of-living estimator and video, translated where appropriate.
- ISA strengthen pre-arrival websites to include comprehensive services – ie. shopping (grocery and pharmacy), cell phone providers, banking, health care etc.
- The Office of the Registrar review processes of identifying international students and first-generation new Canadians with the goal of being able to refer them early to appropriate supports (ISA, ESL, Housing, etc.).
- Student Advising and The Office of Student Recruitment advise students of alternative to math placement tests (i.e., SAT-Math) at the St. John's campus.
- Each Faculty/Department/School publish an academic course plan for degree programs that includes explicit program formats and modes of delivery.
- The Faculty of Arts develop an orientation/transition credit course for the first semester. The course should be strongly recommended, but not mandatory, on both the St. John’s and Grenfell Campus. The course should also have a section on discipline specific content so that our three larger Faculties (Engineering, Business and Science) can offer their own section of
the same course, specific to their program. The Faculty of Arts can offer sections for other international first-year students.

- The Office of Graduate Studies develop a series of seminars, similar in content to the orientation/transition course, for graduate students.
- Marine Institute develop a similar series of seminars on orientation/transition for their students and campus.

**Accessible and Affordable Housing**

- Student Housing guarantee all international students who need it, their first year in on-campus housing.
- Student Housing offer on-campus housing prior to semester start to international students who are searching for off-campus housing.
- Student Housing establish a 24 hour check-in service.
- Student Housing strengthen the kiosk at St. John’s and Deer Lake airports at the start of each semester to include a direct telephone line to 24 hr check-in at Housing.

**Financial Vulnerability**

- The differential fee be reviewed advocating more strategic use by the academic units, including:
  a. support of the activities for international students in their unit
  b. explore a differential fee model for graduate students
  c. ensure a balance between international entrance scholarships and scholarships available during the degree.
- Memorial establish strategies to support fund raising efforts at the food bank located on the St. John's campus to meet the dietary requirements of international students.
- Memorial review accessibility to student employment opportunities on-campus for international students.
- Memorial review accessibility and allocation of funding for emergency situations.

**English as a Second Language Supports**

- The Faculties of Arts and Science review timing of Math and English placement tests on the St. John’s campus.
- The Faculty of Arts review the need for the English Placement Test.
- The Faculty of Arts review the need for foundation English courses.
- The Faculty of Arts explore the option that all students complete English 1020 instead of completing foundation courses.
• The Faculty of Arts strongly advise international students to complete English 1021 early in their program.
• The Faculty of Science review the need for the Math Placement Test.
• The Faculty of Science review foundation math courses and consider making them credit.
• General and International Student Orientation become more academically focused.
• ESL programs offer enhanced supports and opportunities for English conversation.
• Hire a full-time Teacher of English as a Second Language person (TESL) at the Writing Centre at the St. John’s campus whose duties will include:  
  o Direct service to students  
  o Training of tutors  
  o Seminars on thesis and oral communication  
  o Coordination of other TESL programs including English conversational opportunities.
• TESL services be embedded in the Faculty of Science to provide academic support to students, establish a Lab-Language safety course, promote intercultural content in curriculum, greater intercultural experiences for domestic students, and promote social integration programs within the Faculty.
• TESL services be embedded in the Faculty of Business Administration to provide academic support, prepare students for co-op placements, promote intercultural content in curriculum, greater intercultural experiences for domestic students, and promote social integration programs within the Faculty.
• TESL services be embedded in the Faculty of Engineering to provide academic support, prepare students for co-op placements, promote intercultural content in curriculum, greater intercultural experiences for domestic students, and promote social integration programs within the Faculty.
• A section of Arts 1500 “An Introduction to University Writing” be accessible to international students.
• The Marine Institute develop a series of seminars to prepare international students for work terms.
• The Office of Graduate Studies begin tracking students who switch from a thesis route to a comprehensive course plan to identify barriers.
• The Office of the Registrar track time-to-completion data for international students to identify barriers to success.
• The Office of Graduate Studies to develop a program for faculty supervising international students.
Social Integration

- Academic units with high numbers of online courses develop ways to physically connect with international students and ensure supports for social integration.
- The Marine Institute develops more student gathering spaces and study spaces.
- Grenfell campus continues to expand their mentorship program for international students.
- The Office of Graduate Studies develops a faculty-student social mentoring program.
- Existing ISA mentorship program be expanded to target domestic students, by respective faculties.
- Student Housing to establish a Living Learning Community for international students.
- Faculty of Human Kinetics and Recreation establish a social integration program for international students for delivery on all campuses.
- Memorial establishes academic service learning opportunities to strengthen Intercultural competences.
- Memorial explore relationships with external agencies (provincial and municipal governments, ACOA) to establish greater social integration with community.

Intercultural Competency

- Memorial track students who are studying abroad and on exchange programs to encourage and monitor intercultural experiences.
- Each faculty develops a committee to explore cultural diversity in the curriculum as well as opportunities for students to have an intercultural experience/study abroad/exchange opportunity during their degree.
- The Counselling Centre establishes an intercultural model of counselling located at the ISA and the Counselling Centre.
- Student Health Centre establishes a Transcultural Health model.
- Memorial explores offering international educational development as an academic discipline.
- The International Student Barometer (ISB) be adopted and implemented at a frequency deemed appropriate by CIAP.
- The Department of Human Resources and the International Centre continue to use the IDI to monitor Memorial’s intercultural competency and to inform intercultural competency training programs.
- Memorial establish formal partnerships with cultural groups in St. John’s and Corner Brook.
- DELTS develops a faculty training program for teaching and evaluating international students.
While the above recommendations will help move the institution closer both to a de-centralized model of support for international students and closer to the internationalization that it strives for, bigger changes are required. It is further recommended that the International Student Advising office at the St. John’s campus be moved from Student Success to a reorganized International Centre. Such an expanded center should be resourced as a coordinating service for many of the above recommendations and grow along with Memorial’s internationalization program. In helping it reach this potential, it is further recommended that:

• A person be hired to coordinate the array of services and programs offered in a decentralized approach.
• The ISA office be moved to the University Centre to improve visibility and access.
• Memorial create and manage an appropriate multi-faith facility by renovating the existing chapel at St. John’s College to include a multi-purpose room and appropriate washrooms, including a foot-washing station.
• The Office of Graduate Studies develop an academic appeals/advisor for international students.
• Memorial develop a method of early identification of academically strong undergraduate students who might be candidates for graduate and doctoral study.
• Alumni Affairs develop an Ambassador program specific to international students.
• Career Development and Experiential Learning be appropriately resourced (on all three campuses) to deliver required training programs
  oTransition to employment program (undergraduate and graduate)
  oCareer planning for undeclared international students.
Appendix A: Literature Review

Methodology

A literature review was conducted to explore the current knowledge, challenges and best practices with regards to addressing cultural diversity and promoting intercultural competence in the post-secondary education system. A search of the peer-reviewed literature was conducted using Educational Resources Information Center (ERIC) and Omnifile Full Text Mega article indexes. The literature search was limited to studies and reports published in the English language during the past ten years (2003-2013), and focused primarily on institutions in North America. While an effort was made to locate all recent and relevant Canadian literature, particularly institutional and provincial reports, much of the peer-reviewed research conducted in this area to date is American.

A search was also conducted using the Google search engine. Reports and data released from Canadian organizations such as the Higher Education Quality Council of Ontario; the Canadian Council on Learning; and the Canadian Association for the Study of Higher Education were also reviewed.

Overview

This extensive literature review revealed a wide range of literature on the topic of addressing cultural diversity and promoting intercultural competence in institutions of higher learning. A number of social, academic, institutional, and individual factors were identified as having an influence on the celebration of cultural diversity and development of intercultural sensitivity in the post-secondary education system.

A growing body of literature has emerged around defining and providing appropriate accommodations and services to an increasingly culturally diverse student population at post-secondary institutions, especially as it relates to adequate academic and social supports. However, there is also growing research on the internationalization of campuses and the development and assessment of intercultural competence. Most of this research has typically occurred at the university level, with very little research focusing at the broader post-secondary level. Several general areas of focus, however, did emerge and are organized into the following themes.

Internationalization of Canadian Campuses

Canadian post-secondary institutions are becoming more and more culturally diverse. This expansion is due in part to an increasingly mobile student body, itself a result of demographic shifts, a celebration of multiculturalism that is reflected in legislation and immigration policies, positive effects of the global economy, and support from technological advances. Culture may be viewed as a dynamic system of
values, beliefs, and behaviours that influence how people experience and respond to the world around them (Guo & Jamal, 2007). Cultural diversity may then refer to the differences in, and perceptions of these lived experiences. Increased diversity in our institutions can benefit students from all backgrounds and aid in the development of cultural capital.

Contributing immensely to this increasing cultural diversity we see on Canadian campuses is a growth in the international student population. International students represent approximately 7% of full-time undergraduate students at Canadian universities; 5.6% at colleges (Association of Canadian Community Colleges [ACCC], 2010). The Organisation for Economic Co-operation and Development (OECD) (2009) predicts that the number of international students globally should increase from 3.7 million to 6.4 million by 2025 (StudentsNS, 2013).

Last year, the Advisory Panel on Canada’s International Education Strategy released a report, *International education: A key driver of Canada’s future prosperity*. The report highlights the need for Canadian youth to embrace international opportunities through exchange and internship programs, as well as the need for Canadian institutions to attract talented international students. A number of recommendations are outlined, such as increasing the number of international students in Canada and facilitating further expansion of study abroad programs. The need for government support at the highest level is emphasized, in coordination with a Council on International Education and Research (CIER). Although it has been made a priority at many institutions, Canada has among the lowest levels of international mobility; only 2% of full-time university students participate in study abroad programs (Trilokekar & Rasmi, 2011).

Most recently, the Canadian Bureau for International education (CBIE) released a report on the state of international education in Canada. According to the report, Canada increased its international student population by 11% from 2011 to 2012. Findings from CBIE’s 2013 International Student Survey show that 91% of international students are satisfied with their experience.

Guo and Jamal (2007) argue that in order to promote inclusive education, institutions have a responsibility to embrace difference and diversity and to integrate it into all aspects of university life, including teaching and learning. Furthermore, Dunn and Olivier (2011) write that the recruitment of international students is not enough, and that for the full benefits of internationalization to be realized further action is required. They posit:

>a shared sense of responsibility for creating a welcoming and inclusive community needs to be combined with action on the part of individuals and institutions. The entire range of university policies and practices should reflect awareness of the importance of promoting interaction between international and domestic students. Institutions play an important role in
creating an environment that fosters inclusiveness and promotes cross-cultural interaction (p.35).

Universities are increasing efforts to internationalize both their curriculum as well as co-curricular activities on campuses (Soria & Troisi, 2013). A review of university websites reveals that most identify internationalization on their homepages, with links to strategic plans, programs and resources (Myles & Corrie, 2004).

According to Stone (2007), internationalization refers to “the complex of processes that gives universities an international dimension”, and includes a variety of indicators, ranging from developing global perspectives to attracting staff and students from international origins (as cited in Shultz & Jorgenson). The concept has expanded to include such dimensions as the integration of international content into the curriculum and the classroom; student mobility; and international research cooperation (Kenyon, Frohard-Dourlent & Roth, 2012). Policies and programs of internationalization at post-secondary institutions have contributed significantly to the increasing focus on international issues and global citizenship. It has been emphasized that the fostering of global citizenship education in post-secondary institutions is dependent on strategic commitment from all levels of government (Shultz and Jorgenson).

In 2009, ACCC, supported by Human Resources and Skills Development Canada (HRSDC) and the Department of Foreign Affairs and International Trade (DFAIT) administered the first national survey on international education and mobility at Canadian universities. The purpose of this survey was to assess the level of, and changes in, the degree of internationalization across institutions, to provide universities with data to use as a benchmark on how they are doing in comparison to other institutions; and to inform the development of internationalization policies (ACCC, 2010).

Findings from this research indicate that over 60% of Canadian universities are engaged to some extent in internationalization activities on their campuses, and almost 70% have an office designated for such activities. Twenty-three percent (23%) of institutions are not yet engaged in the internationalization of their curriculum and 35% are not facilitating any international mobility of their faculty or students. Challenges highlighted included a lack of knowledge or funding, and a lack of institutional interest. The lack of a national plan was also mentioned as a major challenge. The dominant reasons for promoting and integrating internationalization in universities included:

- it prepares students for the global economy and in the development of international competencies;
- it builds strategic alliances and partnerships with institutions abroad; it encourages the development of an international dimension to teaching;
- it promotes innovation in curriculum and diversity of programs, and;
- it generates additional sources of income for institutional use.
Provincial and territorial governments have been involved in international education to varying extents. In 2002, the Government of Quebec implemented a strategy for the internationalization of Quebec’s education. Other provinces, such as British Columbia and Nova Scotia have created provincial bodies or increased funding opportunities in support of internationalization initiatives (ACCC, 2010).

The University of British Columbia’s (UBC) consultative vision plan, Trek 2010 presented internationalization objectives of strengthening global awareness, increasing international learning opportunities and enhancing the university’s reputation internationally (UBC, 2005, as cited in Kenyon et al, 2012).

This year, it was proposed that Nova Scotia adopt an International Education Strategy to develop initiatives and clear objectives for internationalizing education in the province (StudentsNS, 2013). Despite having high tuition fees relative to institutions in Atlantic Canada, and the country in general, Nova Scotia’s proportion of international students is 2% higher than the national average (Association of Universities and Colleges of Canada, 2011; Maritime Provinces Higher Education Commission, 2012, Illuminate Consulting Group, 2011), at 13% of total enrolment. Interestingly, international students who participated in a study cited relatively affordable education and the small size of universities as incentives to study in Nova Scotia (StudentsNS, 2013).

Attention has been recently drawn to the longer-term goals of Atlantic Canadian institutions with regards to internationalization efforts, such as filling a void in classrooms that results from a shrinking local student population, the inflow of foreign investments, and the potential labour market gains from international students who choose to stay and work after finishing their studies (Chira, 2011).

Agniew and VanBalkom (2009) discuss the Cultural Readiness for Internationalization (CRI) model, developed as an assessment tool to determine an institution’s cultural readiness for internationalization, in order to facilitate organizational adaptation. The authors found that a number of factors influence cultural readiness for institutional change, including the degree of congruency between stated and enacted values among institutional members and aligning these values with the institutional mission. The extent to which senior administrators viewed the university community as local and/or global also influences the level of support for internationalization. There are also significant external political and economical influences. The premise of the CRI model is that greater congruence between university culture and the external community will strengthen the institutions ability to adapt and promote a mission of internationalization. This model can be used to plan for strategic change to advance an organizational culture that invites internationalization.

Dunn and Olivier (2011) suggest a number of formal institutional initiatives that work to promote cross-cultural interaction by bringing domestic and international
students together, including student support programs, such as peer mentoring, shared space, including housing, integration activities in the classroom, and specific programming, such as orientation, events, clubs, and volunteer opportunities.

**Intercultural Competence**

International and intercultural skills are increasingly valued by Canadian employers in today’s highly globalized world. Results from a national survey on international education reveal that 60% of participating colleges indicated their most important reason for promoting and integrating internationalization is that it, “prepares students to succeed in and contribute to global economy and develops international competencies in students” (ACCC, 2010, p.3).

Deardorff (2006) writes that the development of culturally competent students is a meaningful outcome of internationalization. Defining and measuring intercultural competence helps institutions to measure the effectiveness of their internationalization strategies. The development of intercultural competence must be seen as an ongoing process, assessed regularly, using multiple methods.

A wide array of terminology is used in the literature to refer to intercultural competence, such as multiculturalism, cross-cultural adaptation or awareness, intercultural sensitivity, transcultural communication, and global citizenship. Some of these terms are associated with particular academic disciplines or occupations (Deardorff, 2011).

Deardorff (2009) defines intercultural competence as a person’s ability to interact effectively and appropriately in cross-cultural situations based on attitudes, knowledge, comprehension and skills. Attitudes refer to valuing and being open to cultures other than one’s own. Knowledge and comprehension refers to having cultural self-awareness and developing linguistic knowledge. Skills encompasses critical self-reflection and reflexivity and communicating across cultures. Gopal (2011) argues that developing intercultural competence is necessary for cross-cultural teaching initiatives and for transitioning through the higher education system, which is increasingly characterized by globalization.

Deardorff (2011) argues that there are two key ways in which intercultural competence can be developed in students: through the curriculum and through co-curricular activities. These efforts are often referred to as “internationalizing” the campus- bringing an intercultural and global dimension to students’ educational experiences. She notes that there is a need for research on the assessment of intercultural competence, which starts with a clear definition and framework that translates into specific goals and measurable student learning outcomes.

Another of the most commonly cited indicators of internationalization is global competency, which Hunter et al. (2006) define as "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging
this gained knowledge to interact, communicate and work effectively outside one’s environment” (p.270, as cited in Shultz and Jorgenson).

Soria and Troisi (2013) discuss what they refer to as global, international, and intercultural (GII) competencies. This includes knowledge about several dimensions of global and international cultures; appreciation of cultural, racial, and ethnic diversity; understanding of the complexities of issues in a global context; and comfort in working with people from other cultures. The authors note that while institutions have traditionally focused on facilitating the development of GII competencies through study abroad opportunities, participation in on-campus global/international activities may produce greater benefits than study abroad for students’ development of GII competencies.

Stephan and Stephan (2013) outline a six-stage model for the design of intercultural education and training programs.

1. selecting the cultures involved;
2. establishing the goals of the program;
3. choosing relevant theories of cultural change and adaptation;
4. selecting psychological and communication processes based on the goals and theory;
5. selecting techniques and exercises that will activate these processes, and;
6. evaluating the effectiveness of the program and the processes.

Global citizenship education is a way in which universities can provide opportunities that enhance students’ global perspectives (Shultz & Jorgenson). Global citizenship education emerged out of the practice of global education, which focused on international awareness through participatory learning and holistic learning activities. A global citizen is seen as a person who participates in a “borderless world”, and benefits from this participation.

At UBC, Perspectives on Global Citizenship was recently implemented. This online course is organized into twelve weekly modules, and challenges students to develop their own definition of global citizenship and to consider their own roles and responsibilities in fostering it within political, social, cultural and professional contexts. Experiential learning, such as community services activities and cross-cultural exchanges, are good ways in which to develop global citizenship. Most recently, the Canadian Council for International Cooperation (CCIC) conducted action research to identify exemplary global citizenship education and public engagement work by Canadian international development organizations (Shultz & Jorgenson).

Assessment of Intercultural Competence

Several models of intercultural competence have been developed; the most commonly cited include Bennett’s Developmental Model of Intercultural Sensitivity
The Intercultural Development Inventory (IDI) is a statistically reliable, cross-culturally valid measure of intercultural competence adapted from Bennett’s (1993) Developmental Model of Intercultural Sensitivity (DMIS). The IDI is used for a wide range of purposes, such as individual assessment, group analysis, needs assessments, program evaluations; and research. It is a 50-item theory-based instrument than can be conducted in paper form or online. It can generate an in-depth graphic profile of an individual or group levels of intercultural competence and provide a detailed textual interpretation of that level of intercultural development and associated transitional issues (Hammer, Bennett & Wiseman, 2003).

A number of empirical evaluations have been conducted on the IDI (Hammer, Bennett & Wiseman, 2003; Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003), and have shown it be a reliable and valid means of measuring intercultural sensitivity. Hammer (2011) found that the IDI has strong predictive validity toward the achievement of diversity and inclusion goals in the recruitment and staffing functions of organizations; which complements previous research that’s shows strong content and construct validity of the IDI across cultural groups.

Portalla and Chen (2009) discuss the development and assessment of a new instrument, the Intercultural Effectiveness Scale (IES). Factor analysis resulted in a 20-item scale with six factors: behavioral flexibility, interaction relaxation, interactant respect, message skills, identity maintenance, and interaction management. Moderate correlations between IES and the other related measures provide support for the validity of the instrument. Findings indicate that individuals who scored high in the IES were behaviourally flexible and able to distinguish between appropriate behaviours and adapt to specific situations. Furthermore, results indicate that individuals who scored high in the IES are likely to demonstrate the following characteristics as well: 1) more sensitive to an intercultural interaction; 2) less anxious in intercultural interaction; 3) they know how to show respect to their counterparts within an intercultural interaction; 4) they are able to display message skills in intercultural interaction; 5) they know how to maintain their counterpart’s identity in intercultural interaction; and 6) they know how to manage the process of intercultural interaction.

Morais and Ogden (2011) report on the development of a scale to measure global citizenship. The Global Citizenship Scale encompasses three dimensions: social responsibility, global competence, and global civic engagement; and six related subdimensions. It was designed to align closely with the goals of undergraduate education abroad, and is ideally used as a pre-post test instrument.

A number of recent articles have explored the merits of both study abroad and on-campus programs with regards to intercultural competence. Rexeisen, Anderson.
and Lawton (2008) found that study abroad programs have a positive short-term impact on intercultural development as measured by the IDI, but the long-term impact of these programs is still unclear. Williams (2009) introduced a new approach to assess the merits of a study abroad program with regards to intercultural competence. The Reflective Model of Intercultural Competence uses a multidimensional, qualitative method to gather data about student learning and to encourage student learning. The model established a set of learning outcomes for study abroad and measured how well students were reaching these outcomes.

Anderson and Lawton (2011) used both the IDI and Braskamp, Braskamp Merrill, and Engberg’s (2010) Global Perspective Inventory (GPI) to assess the intercultural development of university students. The GPI is based on a global, holistic developmental view that integrates cognitive, intrapersonal, and interpersonal dimensions and includes scales to measure each, as well as global citizenship, which combines items from other scales.

In Anderson and Lawton’s study, pre-post tests were conducted with students enrolled in a semester-length study abroad program and a parallel pre-post assessment of students in two on-campus courses in business and the liberal arts. The researchers found that the IDI and GPI measure different dimensions of intercultural development, suggesting that the two instruments are not interchangeable. Yet both scales produced similar findings. While students enrolled in the study abroad program did not differ from those students who were not enrolled in the program on the pre-test, they did show more significant gains in intercultural development than did those students enrolled in on-campus courses.

Tarrant, Rubin and Stoner (2013) found that short-term study abroad programs emphasizing sustainability and utilizing experiential learning promoted global citizenship scores above those obtained through either an on-campus sustainability course or a study abroad program that did not address sustainability and was not delivered experientially. Likewise, Covert (2013) found evidence of intercultural competence among students at an American university who participated in a study abroad program in Chile. These programs can help students build self-efficacy and agency in intercultural interactions.

Implications for Teaching and Learning

The internationalization of teaching and learning in Canada can be promoted through the integration of international perspectives and inter-cultural issues into the curriculum as well as language training (ACCC, 2010, p.3).

Guo and Jamal (2007) provide a critical analysis of three models that may be used to approach cultural diversity in teaching and learning in higher education: intercultural education, multicultural education, and the anti-racist education model. The intercultural education model provides a holistic approach for individual diversity development and can be used by faculty to reflect on their own
development and to encourage the development of their students. Multicultural education focuses on change at the individual and classroom levels and looks at changing pedagogical practices and curricular reform. Finally, anti-racist models highlight issues of difference, power, and privilege and works to invoke change at the institutional and societal levels. The authors argue that the latter is the most appropriate for effecting change for the better in higher education contexts.

Research conducted at two Canadian institutions that examined the interactions between domestic and international students revealed that faculty recommend a policy direction from university administration regarding internationalization in classrooms and the development of intercultural awareness and training (Dunn & Olivier, 2011).

Classrooms are not the only venue for the development of cultural sensitivity as many opportunities occur in co-curricular activities. Bresciani (2008) notes that student affairs personnel need to be able to demonstrate their own global competencies in order to best serve the diversity of students enrolled in their universities. Five steps to implementing global competencies are highlighted:

1. demonstrating a desire to become globally competent;
2. demonstrating the ability to understand oneself enough to acquire, process and synthesize the knowledge and skills needed to become a global citizen;
3. designing effective and efficient learning opportunities with the global competency outcomes inherent in the design;
4. providing a supportive learning environment so that individual and collective global competencies may become embedded in the organizational culture and shared with students, and;
5. designing and implementing a systematic evaluation system to ensure that the learning opportunities provided to both student affairs practitioners and students are effective.

Leary (2011) outlines the experiences of first year international students transitioning into universities in Atlantic Canada and highlights the necessity in providing adequate supports in order to ease that transition. While international students face many of the same challenges as their domestic peers, these challenges are heightened by cultural and language barriers. It has been noted that the transition experiences of international students are affected by three variables in particular: acculturation levels, English fluency, and perceived levels of social support (Dao et al., 2007).

**Challenges**

Identified challenges to cross-cultural interaction on university and college campuses include language and cultural differences, which can influence learning attitudes as well as social contexts, and separate students further from each other as they seek out their own ‘circles’ of culturally similar friends. Dunn and Olivier’s
(2011) research also revealed that the lack of domestic student involvement in initiatives may be a problem.

A study was recently conducted at York University that examined the value domestic students place on international education, awareness of opportunities, attitudes toward, perceptions of, and preferences toward study abroad. Trilokekar and Rasmi (2011) found that students intending to participate in study abroad programs identified a higher level of confidence in the support received from their home institution.

In a study of both domestic and international students’ experiences at four Canadian universities, Grayson (2008) found that international students indicated a lack of academic and social support compared to their domestic peers.

Concerns for English language proficiency is a recurrent challenge for post-secondary institutions with respect to international students; has been identified as the biggest challenge for non-native English speaking international students in university (Leary, 2011; Dao et al., 2007; Ren et al., 2007). There are a number of English language proficiency tests that post-secondary institutions use to assess potential students’ knowledge of written and spoken English as a prerequisite for admission. Memorial recognizes the following forms: the Test of English as a Foreign Language (TOEFL), the Michigan English Language Assessment Battery (MELAB), the Canadian Academic English Language (CAEL) Assessment, Canadian Test of English for Scholars and Trainees (CanTEST), and the International English Language Testing System (IELTS). It has been noted that the use of such measures as sole indicators of international students’ ability to cope well with transition may not be sufficient (He & Shi, 2008; Ren et al., 2007). Despite ongoing concern for the ability of such tests to ensure language proficiency for university level studies, they continue to be the standard by which non-native incoming students are evaluated.

Research indicates that challenges students may face with regards to academic integration cannot be fully separated from language and cultural barriers. In particular, language barriers can have a negative impact on the social and personal aspects of international students’ experience (Ren et al., 2007). In a study of undergraduate students enrolled in a first-year academic literacy course (ALC) at a university in British Columbia, it was found that cultural and linguistic factors played a role in participants’ sense of belonging at their institution and in the Canadian culture (Marshall, Zhou, Gervan, & Wiebe, 2012). Likewise, Liu (2011) emphasizes the importance of autonomous language experiences for international graduate students; opportunities to engage socially and culturally provide both a means to improve English proficiency as well as to develop an understanding of Canadian multiculturalism. Cheng (2004) notes that international students may lack the independent strategies for advancing their language proficiency and that English for academic purposes (EAP) programs would do well to address this challenge.
Lowered academic standards and quality of instruction is seen by both domestic students and faculty as possible negative implications of trying to provide accommodations to aid success (Friesen & Keeney, 2013; MacQueen, 2013). This concern is particularly evident at the graduate level. An increasing body of literature and research is in fact dedicated to the academic struggles and language learning experiences of international graduate students at Canadian universities (Cheng, 2004; Liu, 2011; Olshen, 2013). Rising instances of academic misconduct also characterize institutions with increased numbers of international students (MacQueen, 2013).

Evidence of similar academic struggles has been found among domestic English Language Learners (ELLs) compared to native English speakers at the university level, even though they graduated from Canadian high schools. The researchers call for improvement at three levels: policy reform, pedagogic practice, and programmatic support (Roessingh & Douglas, 2012). It has recently been suggested that a significant portion of international students’ premium tuition fees be invested in academic support programs (MacQueen, 2013).

Moores and Popadiuk (2011) conducted a study at a university in Western Canada that explored the experiences, characteristics and resources that international students found helpful in their cultural transitions. Positive factors that were identified at the institutional level included social support, a sense of belonging, and support from faculty and staff. With regards to addressing the challenges of ESL students, Pittman (2013) calls for enhanced supports at the institutional level; in particular, the hiring of faculty that are specialized in ESL teaching. It is clear that encouraging interactions between and among students, staff and faculty of different cultural backgrounds through programs and services may work to alleviate many of the challenges that international students face.

**Summary**

Globalization is changing post-secondary education in Canada and is a call to action for leaders toward proactive approaches to internationalize. Attracting and accommodating a more culturally diverse student population is no longer a challenge, even though it requires strengthening existing services. Encouraging intercultural competence among students, faculty and staff is dominating the discourse, both to ensure competent graduates as well as promote inclusive curriculums and campuses. Central to this process is the need to develop effective methods to evaluate the experiences of students as well as the institutions’ growth in becoming more culturally competent. This literature, coupled with an environmental scan of existing services and initiatives at other institutions, affords the opportunity for careful reflection and informed planning.
Appendix A: References

Note: Only references cited in this full report are included here. The review of the literature involved a much more extensive bibliography that has not been included.


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Appendix B: Environmental Scan

Introduction

An environmental scan was conducted to determine how Canadian universities are promoting global awareness and cultural sensitivity on their campuses, as well as to identify trends in addressing the needs of international students. All institutions of higher education recognized by the Association of Universities and Colleges of Canada (AUCC) were reviewed to identify emergent trends in university-based support programs. The intention of this scan was to identify established and successful programs and common initiatives that may inform and strengthen approaches at Memorial University. A review of program and service offerings across all provinces revealed several common themes, which are presented below. A full listing of the institutions and initiatives reviewed can be found at the end of this report (see Appendix A). This review summarizes common approaches and names individual programs that are considered as exemplary.

Through this extensive review it became evident that approaches and services for international students, as well as programs geared towards specific cultural and ethnic groups are quite widespread and typically similar in both structure and organization. Most of these student services are organized by and/or housed in the institution’s student services division, and work in a collaborative capacity with other administrative and academic units on campus. It is evident that this is a well identified group of students and Canadian universities are striving to be both informed of their needs and aware of how effective they are in responding.

Recruitment and Admission

Universities are increasingly relying on social media for recruitment purposes; many use social networking sites such as Facebook and Twitter to connect with potential applicants and to provide information about admissions policies, procedures, academic programs, and institutional practices.

For potential applicants, institutions offer a wide array of ‘pre-entry’ services and programs to prepare international students for the university experience prior to their arrival in Canada. Most universities have online guides or handbooks available for new students to review; these include important information on immigration, Canadian culture and weather, and academic procedures. Regulations released by Citizen and Immigration Canada, under section 91 of the Immigration and Refugee Protection Act (effective June 30, 2011) make it an offence for anyone other than an “authorized representative” to provide immigration advice for a fee. This law applies to educational institutions, which have historically provided immigration counselling to international students but are now prevented from doing so (Tamburri, 2013).
Institutions of higher education charge differential tuition fees for international students that are typically substantially higher than those for domestic students. While many services geared specifically to international and Aboriginal students are offered at no cost, pre-admission programs and/or more intensive supports such as academic assistance and language programs are often quite costly.

Most Canadian universities require language proficiency testing (usually TOEFL) for admission despite ongoing concern for the ability of such tests to ensure language proficiency for university level studies. Low performance on that may result in the student being referred to some kind of English language proficiency course or development program. English as a Second Language (ESL) programs are standard and many institutions also offer enhanced supports such as conversation partners or study groups. Some programs have language preparatory classes, such as Trent’s English for University Program, a for-credit transition program, and Bishop’s University’s BEAP (Bishop’s English language Acculturation Program). McMaster offers an English Language Summer Program.

**Orientation and Transitions Programs**

Once the international student is accepted, most Canadian universities offer some kind of orientation session or welcome event specific to them. The degree of comprehensiveness is highly variable across institutions, ranging from a part-day event that is part of orientation for all new students, to quite extensive programs and specialized delivery specific to international students.

The University of British Columbia offers one of the more comprehensive of these intensive programs with Jump Start, a first year transition program for new international and Aboriginal students. It includes a two-week immersion program in August and continues to provide support throughout the first year. The University of Windsor offers the Soft Landing Program for new international students, a month-long event that begins in the summer and continues into the fall semester. Saint Mary’s offers a 10-day orientation for international students. This event features both on and off campus tours and introduction to services, a parent’s meet and greet, an immigration information session, and numerous social events. The University of Regina offers the International Transitioning Program, which provides academic support, intercultural skill development and socio-cultural activities.

Shorter programs geared towards specific students are more common across university campuses, and are typically combined with orientation sessions for all new incoming students. The University of Guelph offers START orientation, a three-day event for new undergraduate international students, new permanent residents of Canada, new exchange students, and out of country Canadians. The orientation includes a shopping trip, city tour, welcomes from the university administration, and workshops on cultural transition and academic matters. Trent University offers TIP (Trent International Program) Camp, a four-day orientation that starts by
picking student up at the airport upon arrival, includes a 3-night camping trip, information sessions, and concludes at campus.

**Academic and Social Support**

Academic advising and counseling services, while available to all students, have features or services which are geared specifically towards international students at many universities. A few institutions, including St. Francis Xavier and Memorial, have an international student advising office with extensive offerings of programs and services.

Many universities have institutional organizations and/or student-run clubs, societies, and associations for international students. These provide invaluable social support and networking opportunities, and offer an array of programs and services. Comprehensive student-initiated associations include the Concordia International Student Association (CISA); Trent International Students Association (TISA); and Victoria International Student Association (VISA).

**Mentoring**

Several universities offer mentoring programs to new international students. These programs typically match new international and/or Aboriginal students with current students, either international or domestic. Examples of such programs include Western University’s International Peer Connection (IPC) Program, in which current students, known as peer guides, are connected with new international students; McGill’s Buddy Program for international students at both the undergraduate and graduate levels; the University of Manitoba’s student Mentor Program, which is open to any new student; and Guelph’s LINK transition program, which connects new international students with current students.

**Resource and Research Centres**

An increasing number of Canadian universities are organizing international student support services and initiatives into comprehensive centres and in some cases, separate divisions. These centres typically act as a one-stop shop for international students and exchange students to seek advise, support, and avail of specific services and programs that seek to address their unique needs. Some centres may organize orientations and social events, sometimes in conjunction with other administrative and academic units on campus. The University of Calgary boasts the Centre for International Students and Study Abroad (CISSA), while the University of Manitoba has World WISE Resource Centre for students interested in learning more about working, studying, or traveling abroad. The University of Regina organizes its international activity under the Global Learning Centre.

Internationalization has become a buzz-word at some of the more research-intensive institutions; the University of Calgary recently released a strategy
Mount Royal University is exemplary in its development of and commitment to an Internationalization strategy, organized into seven mandates under which fall several on-going initiatives. Institutional and academic units are recognizing the important role globalization has played in transforming the Canadian higher education landscape, and are working to promote the benefits of international student recruitment and retention, as well as building global cross-university networks.

**Employment and Professional Development**

There is a paucity of employment and professional development programs designed specifically for international students. An exception to this is Memorial’s Professional Skills Development Program (PSDP), an initiative that helps to prepare international students for professional employment in the province and across Canada.

**Special Groups**

Despite low levels of educational attainment, Aboriginal students maintain a dominant presence as Canada’s most visible minority group on university campuses today. The majority of institutions of higher education offer specific services and programs for students of Aboriginal ancestry, typically housed in an office or centre, separate, though parallel to programs targeting international students. Specific supports include orientation and transition programs, culturally-relevant educational offerings, social and cultural events, and indigenous development projects. Examples include Wilfrid Laurier’s SEEDS program for first-year Aboriginal students, embARC, a transition program at the University of Guelph, and the University of New Brunswick’s Bridging Year Program.

Services and programs developed specifically for international and Aboriginal graduate students are becoming more commonplace. Orientations and professional development opportunities are the most extensive of these. York University provides a handbook for international students who are working as teaching assistants. The University of Guelph offers SAGE (Supporting Aboriginal Graduate Engagement), a cross-university peer mentoring initiative that encourages Aboriginals to pursue graduate-level study, while Western University offers the Access Transitions Program which provides First Nations students with additional academic and personal/cultural supports that will increase their likelihood of success and prepare them for entry into selected professional graduate schools. Memorial offers the Going Global Grant, a funding opportunity for graduate students conducting international research, and recently adopted a kullik-lighting and smudging policy, a key component of the university’s commitment to its Aboriginal students. An Inuit Kullik is a soapstone lamp in which oil is lighted, is used for heating an igloo and for light and ceremonial purposes, and the new policy is the first of its kind to be adopted by any Canadian university (Gill, 2013).
Surprisingly, very few universities offer services geared specifically towards international and/or Aboriginal women. Western University does offer the Porch Light Program, which provides new international women students with the opportunity to connect with women living in the London area.

First-Generation Students

There is a strong correlation between the education of parents’ and that of their children (Turcotte, 2011). First-generation students are more vulnerable than their peers, since their parents may not be familiar enough with the expectations to adequately prepare their children for post-secondary studies (Perna & Titus, 2005). “First-generation” is a pluralistic term referring to diverse students including those whose parent(s) did not attend and/or complete post-secondary, aboriginal students and/or new Canadian students. Hence, including them in a literature review on supporting students from other cultures may be misleading. This is underscored by a paucity of Canadian research examining the experiences of first-generation students (Grayson, 2011; Kamanzi, Bonin, Doray et al., 2010). Much of what does exist focuses on domestic students and does not specifically single out second-generation immigrants or particular nationalities or ethnicities. The American literature is richer in this area, driven by African American and Hispanic populations.

Nonetheless, many of the factors commonly linked to attrition are associated with students’ social class and socio-economic backgrounds. First-generation students are at a higher risk of attrition than students whose parents attended university (Nandeshwar, Menzies & Nelson 2011; Young 2002). Interestingly, research has shown that parents’ education has less of an impact for second-generation immigrants than for Canadian-born students, and that the children of immigrants are more likely to complete university than children born in Canada (Turcotte, 2011). Similarly, Abada & Lin (2011) found that the majority of second-generation immigrants have higher university completion rates than children of Canadian-born parents.

Despite the pluralism of the term, many universities do have support programs for “first-generation students” which quickly surface in an environmental scan. While there is no consistent understanding as to whom this term applies, there is agreement that these students are vulnerable and require supports. For example, in a qualitative study of first-generation students, Lehmann (2007) found that first-generation students at one Canadian university were more likely to leave university early- despite solid academic performance. Reasons given pointed to class-cultural conflicts and a sense of ‘not fitting in.’ Universities can help first generation and, in particular, immigrant students transition into post-secondary education by providing programs that address the academic and social struggles of these populations, by way of a cultural introduction to university or college life; Sinacore and Lerner (2013) highlight the important role of advisors, counselors, and mentors.
Examples of programs for first-generation students at Ontario institutions include Ryerson University’s First Generation Project, the Bridges to Ryerson program, which provides access and works to improve the engagement, retention and success of underrepresented populations, including Aboriginal students, new Canadians, and second-generation immigrants, and the Tri-Mentoring Program, available to first-generation students, culturally and linguistically diverse students, and those from low-income families (Malik, Guan, Vetere, & Abramovitch, 2011); the First in Family Program at Carleton; the First Generation Ambassadors Program at the University of Guelph; and the Connecting4Success Mentoring Program at the University of Windsor. The Government of Ontario has even allocated funding to create a Bursary fund for First Generation students through the Ministry of Training, Colleges and Universities’ Access and Opportunities Strategy.

**Intercultural Competency as a Discipline of Study**

An emerging trend on Canadian campuses is the offering of international educational development opportunities for students and/or staff as an academic discipline. There is growing recognition of the importance of not only supporting students from other cultures but ensuring campuses are proactive in raising cultural sensitive and strengthening intercultural competency. Training for professionals includes Queen’s Certificate for International Education Professionals, comprised of both face-to-face courses at the IETP (International Educators Training Program) Summer Institute and online learning. Content covers socio-cultural competence, advising and working in intercultural settings, and developing and managing international education programs. For international students, Queen’s offers the Intercultural Competence Certificate through the university’s International Centre (QUIC). Members of the QUIC community take part in intercultural training workshops and learn skills and knowledge needed for respectful and effective intercultural exchanges.

The University of Manitoba offers the Intercultural Development and Leadership Program, aimed to raise intercultural awareness and to develop leadership, public speaking, conflict resolution and facilitation skills. Participants meet once a week for eight sessions throughout one academic term. Wilfrid Laurier offers a four-module, experiential learning-based Intercultural Effectiveness Certificate program for students in conjunction with the Centre for Intercultural Learning. Brock’s Certificate for Success program is geared towards new international students, offering them a chance to gain skills and experiences that prepare them both academically and professionally, and includes eight hours of volunteer work experience.

**Global and Cultural Awareness Events**

A central component in raising awareness around intercultural competency are efforts to celebrate the internationalization of their campuses. ‘International’ days, weeks, and annual events are becoming commonplace across institutions as
opportunities for students to showcase and celebrate their culture and share it with their colleagues. Examples include Carleton’s International Week and Gala, organized by the International Student Association (ISA) and the International Student Centre (ISC); International Wednesdays at the University of Windsor, which features the showing of documentary films on an international topic; and Global Awareness Week at MacEwan University.

**Exchange and Internship Programs**

Another priority for increased cultural awareness is promoting opportunities for Canadian students to study/work in other cultures. Increased travel opportunities for students to visit, volunteer, work, or study in other countries are a common service at Canadian universities as central to their efforts toward internationalization. Exchange and internship programs exist in some shape or form on almost all campuses that were reviewed in this scan; joint initiatives between universities and volunteer organizations are also common, such as the Concordia Volunteer Abroad Program and Trent’s Global Transitions Program.

**Assessment of the International Experience and Intercultural Competence**

So evident is the interest in this discipline of internationalization and intercultural competence that many campuses are becoming involved in ongoing assessment of both the experiences of international students and the growth of the institutions intercultural competence. While a more detailed discussion of these assessments can be found in the literature review, two instruments are highlighted here, as they emerged as two of the most dominant forms of assessments used on Canadian and American campuses.

**International Student Barometer (ISB)**

The international Student Barometer (ISB) is the largest annual study of international students in the world, and involves approximately 200 institutions worldwide. It is administered by International Graduate Insight Group. It tracks decision-making, expectations, perceptions and intentions of international students from application to graduation and provides global, regional and customized benchmarks. The online questionnaire is tailored to the institution, reflecting the academic structure, support services, and infrastructure. The survey looks at four aspects of students’ experiences: Arrival, Learning, Living, and Support. Findings can be used to inform recruitment and retention strategies and provides a review of all aspects of the student experience.

To date, ten Canadian universities participated in a three-year pilot project that ended in 2012. Individual institutions have prepared and released reports based on the ISB data, including Brock, Georgian College, Queen’s, Wilfrid Laurier, Windsor, the University of British Columbia, and Simon Fraser. No known assessments or evaluations of the ISB have been conducted.
**Intercultural Development Inventory (IDI)**

The IDI is a statistically reliable, cross-culturally valid measure of intercultural competence adapted from the Developmental Model of Intercultural Sensitivity. The IDI is used for a wide range of purposes, such as individual assessment, group analysis, needs assessments, program evaluations; and research. It is a 50-item theory-based instrument than can be conducted in paper form or online. It can generate an in-depth graphic profile of an individual or group levels of intercultural competence and provide a detailed textual interpretation of that level of intercultural development and associated transitional issues. Those wishing to use the IDI must attend a three-day intensive IDI Qualifying Seminar (ISI QS) and consent to a licensing agreement.

**Summary**

In today’s era of rapid globalization Canadian universities are increasingly aware of their responsibility to prepare and support international students to ensure success. Specific orientation initiatives begin at recruitment and vary in length, focus and intensity throughout their academic career. Ongoing support centers provide an array of services and often dovetail with broader student support and health services aimed at student’s holistic needs. Likewise, campuses are increasingly aware of their need to raise awareness of intercultural sensitivity and a new discipline of study is emerging to explore intercultural competency. There is a growing trend of universities to become proactive in measuring and tracking both the experiences of these students and the growth of the institutions’ intercultural competency.
Appendix B: Sources

Atlantic Canada

UNIVERSITY OF PRINCE EDWARD ISLAND

Program Name: International Student Buddy Program
   Website: http://upeisu.ca/buddy-program

Program Name: English Academic Preparation (EAP)
   Website: http://www.upei.ca/studentlife/english-academic-preparation

Program Name: International Student Exchange
   Website: http://www.upei.ca/studentlife/service/apply-international-student-exchange

ACADIA UNIVERSITY

Program Name: Host Family Program
   Website: http://international.acadiau.ca/host-family-program.html

Program Name: English for Academic Purposes (EAP)
   Website: http://www.openacadia.ca/index.php/eap-home

Program Name: New International Student Orientation
   Website: http://international.acadiau.ca/orientation-dates-and-schedule.html

CAPE BRETON UNIVERSITY

Program Name: EAP Program and “Let’s Talk” Program
   Website: http://www.iceap.ca/e_programs-iceap.html

DALHOUSIE UNIVERSITY

Program Name: International Student Orientation: Transitions
   Website: http://www.dal.ca/campus_life/student_services/international-centre/internationaldegree-seeking/newstudentguide/registerfororientation.html

Program Name: Peer Mentorship Program
   Website: http://www.dal.ca/campus_life/student_services/international-centre/internationaldegree-seeking/currentstudentresources/internationalstudentwelcomebuddyprogram.html

Program Name: English as a Second Language (ESL) Programs
   Website: http://www.dal.ca/campus_life/student_services/international-centre/internationaldegree-seeking/currentstudentresources.html
Program Name: International Exchange and Study Abroad / Dal Students Going Abroad
Website: http://www.dal.ca/campus_life/student_services/international-centre/internationalexchange.html

MOUNT SAINT VINCENT UNIVERSITY

Program Name: New International Student Orientation
Program Name: University Bridging Program
Program Name: Buddy Program
Website: http://www.msvu.ca/en/home/beamountstudent/internationalstudents/events/buddyprogram.aspx

SAINT MARY’S UNIVERSITY

Program Name: Orientation for International Students
Website: http://www.smu.ca/administration/intercen/orientation.html
Program Name: Intensive English Programs / University Bridging Program
Website: http://www.smu.ca/international/esl.html

UNIVERSITY OF NEW BRUNSWICK

Program Name: International Student Orientation
Website: http://www.unb.ca/fredericton/studentservices/international/fall-orientation.html
Program Name: UNB International Mentorship Program
Website: http://www.unb.ca/fredericton/studentservices/international/mentorship.html
Program Name: Bridging Year Program
Website: http://www.unb.ca/academics/calendar/undergraduate/2013/accomodationsandservicesfredericton/aboriginalstudentservices.html
ST. THOMAS UNIVERSITY

Program Name: Exchange Program  
Website:  
http://w3.stu.ca/stu/currentstudents/international_education/default.aspx

MOUNT ALLISON UNIVERSITY

Program Name: International Orientation  
Website: http://www.mta.ca/student_life/int_orient/orientation.html  
Program Name: Mentorship Program  
Website: http://www.mta.ca/student_life/int_orient/settlement_mentorship.htm  
Program Name: Academic Success Program  
Website: http://www.mta.ca/student_life/int_orient/success.html

Central Canada

CONCORDIA UNIVERSITY

Program Name: International Student Orientation  
Website: http://supportservices.concordia.ca/iso/infosessions/immigration/  
Program Name: Concordia Volunteer Abroad Program  
Website: http://www.concordiavolunteers.org/

MCGILL UNIVERSITY

Program Name: Orientation for New International Students  
Website: http://www.mcgill.ca/internationalstudents/once-here/buddy  
Program Name: International Student Leadership Program  
Website: http://www.mcgill.ca/internationalstudents/once-here/islp

BISHOP’S UNIVERSITY

Program Name: BEAP Bishop's English language and Acculturation Program  
Website: http://www.ubishops.ca/academic-programs/international-exchange/international-students/beap.html  
Program Name: Exchange Program  
Website: http://www.ubishops.ca/academic-programs/international-exchange/exchange-outgoing/index.html
WESTERN UNIVERSITY

Program Name: International Student Orientation Program
Website: https://events.uwo.ca/cgi-bin/events.pl?CalendarName=InternationalExperiencesandOpportunitiesatWestern&EventID=964&Date=2013%2F9%2F2

Program Name: International Peer Connection (IPC)
Website: http://www.sdc.uwo.ca/int/services/index.html?ispc

Program Name: Porch Light Program
Website: http://www.sdc.uwo.ca/int/services/index.html?porchlight

Program Name: International Student Work Opportunities Program (ISWOP)
Website: http://www.sdc.uwo.ca/int/services/index.html?ISWOP

Program Name: Go Abroad
Website: http://www.uwo.ca/international/learning/go_abroad/index.html

Program Name: English Conversation Program
Website: http://www.sdc.uwo.ca/int/services/index.html?ecp

Program Name: English Language Centre (ELC) classes
Website: http://www.englishlanguage.uwo.ca/

Program Name: Access Transitions Programs
Website: http://indigenous.uwo.ca/programs_and_services/access_transition_opportunities.html

Program Name: Global and Intercultural Engagement Certificate
Website: http://www.uwo.ca/international/learning/global_connections/certificate/index.html

QUEEN’S UNIVERSITY

Program Name: International Orientation
Website: http://quic.queensu.ca/incoming/fallsched.asp

Program Name: English Language Support (ELS) Program
Website: http://quic.queensu.ca/incoming/els.asp

Program Name: International Educators Training Program (IETP)
Website: http://quic.queensu.ca/training/ietpnew.asp

Program Name: Intercultural Competence Certificate
Website: http://quic.queensu.ca/training/trainingforstudents.asp#intercultural_competence

Program Name: World Link Program
Website: http://quic.queensu.ca/outgoing/worldlink.asp

Program Name: Go Abroad Programs
Website: http://quic.queensu.ca/outgoing/goabroadfair.asp

Program Name: Peer Helper Program
Website: http://www.queensu.ca/fdasc/academics/peerhelper.html
**Program Name:** SAGE: Supporting Aboriginal Graduate Engagement  
**Website:** [http://www.queensu.ca/fdasc.academics/sage.html](http://www.queensu.ca/fdasc.academics/sage.html)

**CARLETON UNIVERSITY**

**Program Name:** International Orientation  
**Website:** [http://www1.carleton.ca/issonew.students/orientation-information/](http://www1.carleton.ca/issonew.students/orientation-information/)

**Program Name:** Language Exchange Program  
**Website:** [http://www1.carleton.ca/issonprograms-events/the-language-exchange-program/](http://www1.carleton.ca/issonprograms-events/the-language-exchange-program/)

**Program Name:** Peer Mentoring  
**Website:** [http://www1.carleton.ca/issonnew.students/mentor-programs/](http://www1.carleton.ca/issonnew.students/mentor-programs/)

**Program Name:** Exchange and Go Abroad Programs  
**Website:** [http://www1.carleton.ca/issoninternational-opportunities/](http://www1.carleton.ca/issoninternational-opportunities/)

**Program Name:** Aboriginal Enriched Support Program (AESP)  
**Website:** [http://www1.carleton.ca/aesp/](http://www1.carleton.ca/aesp/)

**UNIVERSITY OF WATERLOO**

**Program Name:** International Orientation sessions  
**Website:** [https://uwaterloo.ca/international-students/international-welcome-programs](https://uwaterloo.ca/international-students/international-welcome-programs)

**Program Name:** Global Representative Program  
**Website:** [https://uwaterloo.ca/international-students/global-representative-program](https://uwaterloo.ca/international-students/global-representative-program)

**Program Name:** International Peer Mentors  
**Website:** [https://uwaterloo.ca/international-students/international-peer-mentors](https://uwaterloo.ca/international-students/international-peer-mentors)

**Program Name:** International Work-Study Program  
**Website:** [https://uwaterloo.ca/student-awards-financial-aid/work-programs/international-undergraduate-work-study-program](https://uwaterloo.ca/student-awards-financial-aid/work-programs/international-undergraduate-work-study-program)

**YORK UNIVERSITY**

**Program Name:** International Student Orientation  
**Website:** [http://international.yorku.ca/intlstud/new/orient](http://international.yorku.ca/intlstud/new/orient)

**Program Name:** Buddy Program  
**Website:** [http://international.yorku.ca/intlstud/new/buddy.htm](http://international.yorku.ca/intlstud/new/buddy.htm)

**Program Name:** York University English Language Institute  
**Website:** [http://yueli.yorku.ca/](http://yueli.yorku.ca/)

**Program Name:** YorkU Exchanges  
**Website:** [http://international.yorku.ca/exchange/index.htm](http://international.yorku.ca/exchange/index.htm)

**Program Name:** York International Internship Program (YIIP)  
**Website:** [http://international.yorku.ca/internships/indexYIIP.htm](http://international.yorku.ca/internships/indexYIIP.htm)
MCMASTER UNIVERSITY

Program Name: International Students Orientation
Website:  
http://oisa.mcmaster.ca/Events/Display/Display.cfm?Year=2013&Month=9 &categoryID=2#1349

Program Name: Mentorship Program
Website: http://oisa.mcmaster.ca/mentorship.cfm

Program Name: MacAbroad
Website: http://oisa.mcmaster.ca/WSAguide/goingabroad.cfm

Program Name: English Language Summer Program
Website: http://www.mcmaster.ca/oia/summeresl.htm

WILFRID LAURIER UNIVERSITY

Program Name: International Orientation Week
Website: http://www.wlu.ca/page.php?grp_id=151&p=24133

Program Name: Intercultural Effectiveness Certificate Program
Website: http://www.wlu.ca/page.php?grp_id=151&p=17015

Program Name: Peer Mentorship Program
Website: https://www.wlu.ca/page.php?grp_id=151&p=23289&pv=1

Program Name: Laurier International Friendship Extension (LIFE)
Website: http://www.wlu.ca/page.php?grp_id=151&p=23874

Program Name: Student Exchange Programs
Website: https://www.wlu.ca/page.php?grp_id=151&p=22556

Program Name: SEEDS Program
Website: http://www.wlu.ca/page.php?grp_id=12448&p=22006

UNIVERSITY OF GUELPH

Program Name: START Orientation Program (available for International and
Website: http://studentlife.uoguelph.ca/oia/start
http://studentlife.uoguelph.ca/arc/future_students

Program Name: LINK Program
Website: http://studentlife.uoguelph.ca/oia/LINKprogram

Program Name: CHROMA Project
Website: http://studentlife.uoguelph.ca/oia/navigate-oia/chroma

Program Name: OIA Ambassadors
Website: http://studentlife.uoguelph.ca/oia/incoming

Program Name: Aboriginal Affairs Certificate
Website: http://studentlife.uoguelph.ca/arc/lead

Program Name: embARC
Website: http://studentlife.uoguelph.ca/arc/embarc
UNIVERSITY OF TORONTO

Program Name: International Student Orientation  
Website: http://www.cie.utoronto.ca/Coming/Orientation/St-George-Campus-Orientations.htm

Program Name: iConnect Mentorship Program  
Website: http://www.cie.utoronto.ca/Programs/I-Connect-Mentorship-Program.htm

Program Name: Green Path Program  
Website: http://webapps.utsc.utoronto.ca/greenpath/index.php

Program Name: InternationalLIFE Program  
Website: http://www.utm.utoronto.ca/international/international-community/internationallife

Program Name: Student Exchange  
Website: http://cie.utoronto.ca/Exchange-Programs.htm

Program Name: Waawaahite Northern Lights Initiative “XJ-4”  
Website: http://www.utm.utoronto.ca/student-life/aboriginal-centre/aboriginal-initiatives/waawaahite-northern-lights-initiative-xj-4

Program Name: Elder in Residence, Indigenous Outreach Programs and Learning  
Website: http://www.utm.utoronto.ca/student-life/aboriginal-centre/aboriginal-initiatives

Program Name: Canadian Work Experience Program  
Website: http://www.cie.utoronto.ca/Programs/Canadian-Work-Experience-Program.htm

TRENT UNIVERSITY

Program Name: Trent International Program (TIP) Camp Orientation  
Website: http://www.trentu.ca/international/livingincanada_tipcamp.php

Program Name: English for University Program  
Website: http://www.trentu.ca/international/esl_englishforuniversity.php

Program Name: Naadimaagewin (The Art of Helping) Program  
Website: http://www.trentu.ca/academic/nativestudies/students.html

Program Name: TIP Job Subsidy Program  
Website: http://www.kwic.info/ier

BROCK UNIVERSITY

Program Name: International Student Orientation  
Website: http://www.brocku.ca/international-services/student-services/Orientation

Program Name: BrockGuide Program  
Website: http://www.brocku.ca/international-services/student-services/BrockGuide

Program Name: International Plus Program
**Website:** [http://www.brocku.ca/international-services/international-plus/exposure-hours](http://www.brocku.ca/international-services/international-plus/exposure-hours)

**Program Name:** Certificate for Success  
**Website:** [http://www.brocku.ca/international-services/certificate-for-success](http://www.brocku.ca/international-services/certificate-for-success)

**Program Name:** Global Transitions Program  
**Website:** [http://www.brocku.ca/international-services/globaltransitions](http://www.brocku.ca/international-services/globaltransitions)

**Program Name:** Learn/Work Abroad / Exchanges & Study Abroad  
**Website:** [http://www.brocku.ca/international-services/learn-work-abroad](http://www.brocku.ca/international-services/learn-work-abroad)

**Program Name:** Language Interchange Program (LIP)  
**Website:** [http://www.brocku.ca/node/19935](http://www.brocku.ca/node/19935)

**Program Name:** Intensive English Language Program (IELP) / Summer English Language Program (SELP)  
**Website:** [http://www.brocku.ca/esl-services/programs/ielp](http://www.brocku.ca/esl-services/programs/ielp)  
[http://www.brocku.ca/esl-services/programs/selp](http://www.brocku.ca/esl-services/programs/selp)  
[http://www.brocku.ca/esl-services/programs/explore](http://www.brocku.ca/esl-services/programs/explore)  
[http://www.brocku.ca/esl-services/programs/celp](http://www.brocku.ca/esl-services/programs/celp)

**Program Name:** Conversation Partners  
**Website:** [http://www.brocku.ca/esl-services/resources/conversation-partner](http://www.brocku.ca/esl-services/resources/conversation-partner)

**Program Name:** Aboriginal Transition Program  
**Website:** [http://www.brocku.ca/aboriginal-student-services/aboriginal-transition-program](http://www.brocku.ca/aboriginal-student-services/aboriginal-transition-program)

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**UNIVERSITY OF OTTAWA**

**Program Name:** International Orientation  
**Website:** [http://www.international.uottawa.ca/en/incoming/int-students/arrival-checklist.html#orientation](http://www.international.uottawa.ca/en/incoming/int-students/arrival-checklist.html#orientation)

**Program Name:** Study Abroad and Exchange Programs  

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**RYERSON UNIVERSITY**

**Program Name:** International Student Orientation  
**Website:** [http://www.ryerson.ca/internationalservices/newarrivals/orientation.html](http://www.ryerson.ca/internationalservices/newarrivals/orientation.html)

**Program Name:** International Peer Support Program  
**Website:** [http://www.ryerson.ca/internationalservices/newarrivals/peersupport.html](http://www.ryerson.ca/internationalservices/newarrivals/peersupport.html)

**Program Name:** Globalinks Program  
**Website:** [http://www.ryerson.ca/internationalservices/services/globalinks.html](http://www.ryerson.ca/internationalservices/services/globalinks.html)
Program Name: International Student Services Work Experience Program (ISSWEP)
Website: http://www.ryerson.ca/internationalservices/services/working/isswep.htm

Program Name: Aboriginal Community Outreach and Recruitment Program
Website: http://www.ryerson.ca/aboriginal/programs/aboriginalcommunity/index.html

Program Name: Aboriginal Peer Support
Website: http://www.ryerson.ca/aboriginal/programs/peersupport/index.html

Program Name: Cultural and Traditional Teachings Program
Website: http://www.ryerson.ca/aboriginal/programs/culturaltraditional/index.html

ALGOMA UNIVERSITY

Program Name: Study Abroad
Website: http://www.algomau.ca/exchange/#.UidfFTacdyU

LAKEHEAD UNIVERSITY

Program Name: International Orientation
Website: https://www.lakeheadu.ca/sites/default/files/forms/DOC090313.pdf

Program Name: International Student Exchange Program
Website: https://www.lakeheadu.ca/academics/other-programs/study-abroad

Program Name: English Language Program (ELP)
Website: https://www.lakeheadu.ca/academics/other-programs/english-language

Program Name: Native Access Program
Website: https://www.lakeheadu.ca/academics/other-programs/aboriginal-programs/native-access-program

LAURENTIAN UNIVERSITY

Program Name: International Students’ Orientation
Website: http://www.laurentian.ca/webfm_send/1759

Program Name: English for Academic Preparation (EAP) and University Preparation for Students Program (UP)
Website: http://www.laurentian.ca/content/english-academic-preparation

Program Name: International Exchange Programs
Website: http://www.laurentian.ca/content/international-exchange-programs
NIPISSING UNIVERSITY

Program Name: International Student Mentorship Program  
Website: [http://www.nipissingu.ca/departments/international/getting-involved/Pages/ISMP.aspx](http://www.nipissingu.ca/departments/international/getting-involved/Pages/ISMP.aspx)

Program Name: Exchange and Study Abroad, Internships and Volunteer Opportunities  
Website: [http://www.nipissingu.ca/departments/international/education-abroad/Pages/Activities-Programs.aspx](http://www.nipissingu.ca/departments/international/education-abroad/Pages/Activities-Programs.aspx)

ONTARIO COLLEGE OF ART & DESIGN (OCAD) UNIVERSITY

Program Name: English Language Pathway  
Website: [http://www.ocadu.ca/programs/esl_support/english_language_pathway.htm](http://www.ocadu.ca/programs/esl_support/english_language_pathway.htm)

Program Name: Student Mobility/Exchange Programs  
Website: [http://www.ocadu.ca/programs/alternative_studies/mobility_exchange.htm](http://www.ocadu.ca/programs/alternative_studies/mobility_exchange.htm)

Program Name: Student Mentor Program  
Website: [http://www.ocadu.ca/students/campus_life/student_mentor_program.htm](http://www.ocadu.ca/students/campus_life/student_mentor_program.htm)

SAINT-PAUL UNIVERSITY

Program Name: SPU Exchange Programs  

ST. JEROME’S UNIVERSITY

Program Name: International Service Learning Experiences  
Website: [http://www.sju.ca/services/campus-services/office-student-experience/international-service-learning-experiences](http://www.sju.ca/services/campus-services/office-student-experience/international-service-learning-experiences)

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

Program Name: International Students Orientation  
Website: [http://international.uoit.ca/international-students/current-international-undergraduate-and-graduate-students/while-you-are-studying-here/uoit-international-volunteers.php](http://international.uoit.ca/international-students/current-international-undergraduate-and-graduate-students/while-you-are-studying-here/uoit-international-volunteers.php)

Program Name: Study Abroad and Exchange Programs  
UNIVERSITY OF WINDSOR

Program Name: New International Student Orientation
  Website: http://www1.uwindsor.ca/isc/iso
Program Name: Soft Landing Program
  Website: http://www1.uwindsor.ca/isc/softlanding
Program Name: Student Exchange Partnerships
  Website: http://www1.uwindsor.ca/studentexchange/
Program Name: Volunteer International Students’ Assistance (VISA)
  Website: http://www1.uwindsor.ca/visa/
Program Name: English Language Improvement Program (ELIP)
  Website: http://www1.uwindsor.ca/celd/

VICTORIA UNIVERSITY

Program Name: Victoria University International Program
  Website: http://www.vic.utoronto.ca/students/international.htm

The Prairies

UNIVERSITY OF MANITOBA

Program Name: Orientation for new international students
  Website: http://umanitoba.ca/student/ics/programs/orientation.html
Program Name: Intercultural Retreat
  Website: http://umanitoba.ca/student/ics/media/Intercultural_Retreat_Application_2013.pdf
Program Name: International Student Mentorship Program (ISMP)
  Website: http://umanitoba.ca/student/ics/programs/orientation.html
Program Name: Volunteer Language Exchange Program (VLEP)
  Website: http://umanitoba.ca/student/ics/programs/workshop.html
Program Name: Intercultural Development and Leadership Program
  Website: http://umanitoba.ca/student/ics/programs/workshop.html
Program Name: WISE Ambassador Program
  Website: http://www.umanitoba.ca/student/ics/wwise/wwise_ambassadors.html
Program Name: U of M Exchange Program
  Website: http://www.umanitoba.ca/student/ics/exchange/index.html
  mailto:Student_Exchange@umanitoba.ca
UNIVERSITY OF WINNIPEG

Program Name: International student orientation
   Website: https://ww2.uwinnipeg.ca/index/intl-orientation-fall-reg?
Program Name: Student Mentor Program
   Website: http://www.uwinnipeg.ca/index/students-mentorship-program
Program Name: Transition Year Program
   Website: http://www.uwinnipeg.ca/index/services-aboriginalprograms

BRANDON UNIVERSITY

Program Name: English for Academic Purposes Program
   Website: http://www2.brandonu.ca/eap/
Program Name: Exchange Opportunities
   Website: http://www.brandonu.ca/student-services/international/exchange/

UNIVERSITY OF REGINA

Program Name: English as a Second Language Program (ESL)
   Website: http://www.uregina.ca/esl/
Program Name: Global Internships / Study Abroad
   Website: http://www.uregina.ca/international/study-abroad/global-internships/index.html
   http://www.uregina.ca/international/study-abroad/index.html

UNIVERSITY OF SASKATCHEWAN

Program Name: Aboriginal First-Year Student Welcome
   Website: http://students.usask.ca/current/aboriginal/1st-year-banquet.php
Program Name: International Student Welcome
   Website: http://announcements.usask.ca/news/archive/2013/08/u_of_s_ready_to.html
Program Name: EAL Programs
   Website: http://www.learnenglish.usask.ca/
Program Name: International Studies Program
   Website: http://artsandscience.usask.ca/international/about/studyabroad.php
Western Canada

UNIVERSITY OF ALBERTA

Program Name: Transitions Orientation
  Website: http://www.iss.ualberta.ca/en/HelpWhileHere/TransitionsOrientation.aspx

Program Name: Peer Program
  Website: http://www.iss.ualberta.ca/HelpWhileHere/Peerprogram.aspx

Program Name: Golden Key Tutoring Program
  Website: http://www.iss.ualberta.ca/HelpWhileHere/AcademicSupport.aspx

UNIVERSITY OF CALGARY

Program Name: International Student Orientation
  Website: http://www.ucalgary.ca/uci/students/orientationprogram

Program Name: Academic Workshops
  Website: http://www.ucalgary.ca/uci/students/workshops/successfulstart

Program Name: Program Assistants for Student Services (PASS)
  Website: http://www.ucalgary.ca/uci/involved#MTR

Program Name: Global Friendship and Language Bank
  Website: http://www.ucalgary.ca/uci/involved/programs

Program Name: Mentoring Program
  Website: http://www.ucalgary.ca/uci/involved#MTR

Program Name: Study Abroad Programs
  Website: http://www.ucalgary.ca/uci/abroad

Program Name: English Language Programs
  Website: http://www.ucalgary.ca/uci/students/english_language_programs

Program Name: International Student Advising and Liaison
  Website: http://www.ucalgary.ca/uci/students/internationalstudentadvising

Program Name: International Development Programs
  Website: http://www.ucalgary.ca/uci/development

UNIVERSITY OF LETHBRIDGE

Program Name: International Student Advising
  Website: http://www.uleth.ca/international/content/current-students

Program Name: Language Services
  Website: http://www.uleth.ca/international/content/language-services

Program Name: Study Abroad and Exchange Programs, Internships
  Website: http://www.uleth.ca/international/content/study-abroad-exchanges
Program Name: Peer Partners for International Programs  
Website: http://www.uleth.ca/international/content/peer-partners-international-programs

MOUNT ROYAL UNIVERSITY

Program Name: International Opportunities  
Website:  
http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/InternationalEducationLanguagesInstitute/InternationalOpportunities/intops.php

Program Name: Language Institute  
Website:  
http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/InternationalEducationLanguagesInstitute/EnglishasaSecondLanguage/index.htm

Program Name: Aboriginal Education Program  
Website:  
http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/IniskimCentre/AboriginalEducationProgram/index.htm

Program Name: Medicine Trail Program  
Website:  
http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/IniskimCentre/MedicineTrailProgram/index.htm

MACEWAN UNIVERSITY

Program Name: Bridging Program for International Students / University Studies  
Website:  
http://www.macewan.ca/wcm/ProspectiveStudents/InternationalStudents/UniversityStudiesInternational/index.htm

Program Name: International Student Partnership Program (ISPP)  
Website: http://samu.ca/get-involved/volunteer/ispp/

Program Name: International Advising  
Website:  
http://www.macewan.ca/wcm/StudentServices/Advising/InternationalAdvising/index.htm

Program Name: English Language Institute  
Website:  
http://www.macewan.ca/wcm/SchoolsFaculties/ArtsScience/CentresandInstitutes/MacEwanEnglishLanguageInstitute/index.htm

Program Name: Education Abroad  
Website:  
http://www.macewan.ca/wcm/ProspectiveStudents/InternationalStudents/MacEwanInternational/EducationAbroad/WhatsEducationAbroad/index.htm
**Program Name**: Orientation for International Students  

**EMILY CARR UNIVERSITY OF ART AND DESIGN**

**Program Name**: International Student Services  
**Website**: [http://www.ecuad.ca/studentservices/international](http://www.ecuad.ca/studentservices/international)

**Program Name**: Aboriginal Program Office  
**Website**: [http://aboriginal.ecuad.ca/](http://aboriginal.ecuad.ca/)

**KWANTLEN POLYTECHNIC UNIVERSITY**

**Program Name**: Global Learning Experiences  
**Website**: [http://www.kpu.ca/exchange](http://www.kpu.ca/exchange)

**Program Name**: International Educational Advisors  
**Website**: [http://www.kpu.ca/oiss/internationalstudents](http://www.kpu.ca/oiss/internationalstudents)

**Program Name**: International Student Orientation  
**Website**: [http://www.kpu.ca/international/orientation](http://www.kpu.ca/international/orientation)

**Program Name**: Aboriginal Student Services  
**Website**: [http://www.kpu.ca/aboriginal](http://www.kpu.ca/aboriginal)

**ROYAL ROADS UNIVERSITY**

**Program Name**: Orientation for International Students  

**Program Name**: International Study Centre  
**Website**: [http://isc.royalroads.ca/about-isc/student-support](http://isc.royalroads.ca/about-isc/student-support)

**SIMON FRASER UNIVERSITY**

**Program Name**: International, Exchange and Study Abroad Orientation  
**Website**: [https://www.sfu.ca/students/isap/new/orientation.html](https://www.sfu.ca/students/isap/new/orientation.html)

**Program Name**: International Mentorship Program  
**Website**: [https://www.sfu.ca/students/isap/mentorship/request-mentor.html](https://www.sfu.ca/students/isap/mentorship/request-mentor.html)

**Program Name**: English Language and Culture Programs  
**Website**: [http://www.sfu.ca/students/international/language.html](http://www.sfu.ca/students/international/language.html)

**Program Name**: Study Abroad Programs  
**Website**: [http://www.sfu.ca/students/studyabroad.html](http://www.sfu.ca/students/studyabroad.html)

**Program Name**: International Student Advising  
**Website**: [http://www.sfu.ca/students/isap/current/advising.html](http://www.sfu.ca/students/isap/current/advising.html)
**Program Name:** Aboriginal University Prep Program  
**Website:** [http://www.sfu.ca/continuing-studies/programs/aboriginal-university-preparation-program/overview.html](http://www.sfu.ca/continuing-studies/programs/aboriginal-university-preparation-program/overview.html)

**Program Name:** English Language and Culture Program (Full-Time English Immersion)  
**Website:** [http://www.sfu.ca/continuing-studies/programs-and-courses/area-of-study/esl.html](http://www.sfu.ca/continuing-studies/programs-and-courses/area-of-study/esl.html)

**THOMPSON RIVERS UNIVERSITY**

**Program Name:** International student advising and academic advising  
**Website:** [http://www.truworld.ca/internationalstudents/supportservices.html](http://www.truworld.ca/internationalstudents/supportservices.html)

**Program Name:** International student orientation  
**Website:** [http://www.truworld.ca/__shared/assets/Fall_2013_Orientation_Schedule2748.pdf](http://www.truworld.ca/__shared/assets/Fall_2013_Orientation_Schedule2748.pdf)

**Program Name:** ESL programs  
**Website:** [http://www.truworld.ca/internationalstudents/programs/esl.html](http://www.truworld.ca/internationalstudents/programs/esl.html)

**Program Name:** International Student Activity Program  
**Website:** [http://www.truworld.ca/internationalstudents/currentstudents/activities.html](http://www.truworld.ca/internationalstudents/currentstudents/activities.html)

**Program Name:** Study Abroad and Exchange Programs  
**Website:** [http://www.truworld.ca/exchange.html](http://www.truworld.ca/exchange.html)

**TRINITY WESTERN UNIVERSITY**

**Program Name:** UT 1 University Transition First Year  
**Website:** [https://www.twu.ca/extension/program/ut-1-university-transition-first-year/introduction-to-ut-1.html](https://www.twu.ca/extension/program/ut-1-university-transition-first-year/introduction-to-ut-1.html)

**Program Name:** ESLI Programs  

**UNIVERSITY OF BRITISH COLUMBIA**

**Program Name:** Jump Start  
**Website:** [http://jumpstart.ubc.ca/](http://jumpstart.ubc.ca/)

**Program Name:** International Peer Advising  
**Website:** [http://www.students.ubc.ca/international/get-involved/international-peer-advisors/](http://www.students.ubc.ca/international/get-involved/international-peer-advisors/)

**Program Name:** Go Global: International Learning Programs  
**Website:** [http://www.students.ubc.ca/global/index.cfm](http://www.students.ubc.ca/global/index.cfm)
**Program Name:** International Student Advising  
Website: [http://www.students.ubc.ca/international/about-us/international-student-advisors/](http://www.students.ubc.ca/international/about-us/international-student-advisors/)

**Program Name:** English Language Support  
Website: [http://www.students.ubc.ca/international/international-students/academics/english-language-support/](http://www.students.ubc.ca/international/international-students/academics/english-language-support/)

**UNIVERSITY OF THE FRASER VALLEY**

**Program Name:** Study Abroad  
Website: [http://blogs.ufv.ca/studyabroad/](http://blogs.ufv.ca/studyabroad/)

**Program Name:** International Advising  
Website: [http://www.ufv.ca/international/current_student/international_advising/](http://www.ufv.ca/international/current_student/international_advising/)

**Program Name:** Aboriginal Access Services  
Website: [http://www.ufv.ca/arc.htm](http://www.ufv.ca/arc.htm)

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA**

**Program Name:** International Student Orientation  
Website: [http://www.unbc.ca/international/services/services](http://www.unbc.ca/international/services/services)

**Program Name:** Study and Work Abroad  
Website: [http://www.unbc.ca/international/services/exchanges/study-and-work-abroad](http://www.unbc.ca/international/services/exchanges/study-and-work-abroad)

**UNIVERSITY OF VICTORIA**

**Program Name:** International Student Welcome  

**Program Name:** Peer Helping  
Website: [http://web.uvic.ca/~peerhelp/outreach.html](http://web.uvic.ca/~peerhelp/outreach.html)

**Program Name:** Learning Without Borders (LWB) Program  
Website: [http://ltc.uvic.ca/scholarships/LWBProgram.php](http://ltc.uvic.ca/scholarships/LWBProgram.php)

**Program Name:** Global Community Programs  
Website: [http://www.uvic.ca/international/current-students/home/global-community/index.php](http://www.uvic.ca/international/current-students/home/global-community/index.php)

**Program Name:** International Student Advising  
Website: [http://iess.uvic.ca/internationalstudents/iessadvisors.html](http://iess.uvic.ca/internationalstudents/iessadvisors.html)

**Program Name:** Study Abroad and exchange programs  
Website: [http://iess.uvic.ca/studyabroad/index.html](http://iess.uvic.ca/studyabroad/index.html)  

**Program Name:** Support for Indigenous Students  
VANCOUVER ISLAND UNIVERSITY

**Program Name:** Cultural Connections Program  
**Website:** [http://www.viu.ca/international/cc/](http://www.viu.ca/international/cc/)

**Program Name:** International Student Advising  
**Website:** [http://www.viu.ca/international/InternationalStudentAdvising.asp](http://www.viu.ca/international/InternationalStudentAdvising.asp)

**Program Name:** Education Abroad Programs  
**Website:** [http://www.viu.ca/educationabroad/index.asp](http://www.viu.ca/educationabroad/index.asp)

**Program Name:** International Certificate Programs  
**Website:** [http://www.viu.ca/calendar/International/internationalcertificate.asp](http://www.viu.ca/calendar/International/internationalcertificate.asp)
# Appendix C: List of Consultations

* Multiple consultations

<table>
<thead>
<tr>
<th>Name of Participant</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abrahams, Mark*</td>
<td>Dean of Science [MUN]</td>
</tr>
<tr>
<td>Adams, Nadine</td>
<td>ESL Instructors</td>
</tr>
<tr>
<td>Anderson, Gerald</td>
<td>Manager, Department of Development and Engagement [MI]</td>
</tr>
<tr>
<td>Anderson, Kirk</td>
<td>Dean of Education [MUN]</td>
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<tr>
<td>Baggs, Robin</td>
<td>Registrar’s Office [MUN]</td>
</tr>
<tr>
<td>Bail, Jeannie</td>
<td>Librarians &amp; International Students</td>
</tr>
<tr>
<td>Barker, Robert</td>
<td>Manager, Organizational Effectiveness, HR [MUN]</td>
</tr>
<tr>
<td>Bauer, Larry</td>
<td>Faculty of Business [MUN]</td>
</tr>
<tr>
<td>Belbin, Bruce</td>
<td>Interim Director Housing, Food &amp; Conferences</td>
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<tr>
<td>Benger, Janet*</td>
<td>Director - ESL</td>
</tr>
<tr>
<td>Blackwood, Penny</td>
<td>Executive Director, Alumni Affairs and Development [MUN]</td>
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<tr>
<td>Bluechardt, Mary*</td>
<td>Vice-President Grenfell Campus [GC]</td>
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<td>Boone, Tracey</td>
<td>Registrar's Office [MUN]</td>
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<tr>
<td>Brockel, Matt</td>
<td>Vice-President Executive, Grenfell Campus Student Union [GC]</td>
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<tr>
<td>Brown, Jean</td>
<td>Professor, Faculty of Education</td>
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<tr>
<td>Browne, Jennifer</td>
<td>Director, CDEL [MUN]</td>
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<td>Burry, Joan</td>
<td>Registrar’s Office [MUN]</td>
</tr>
<tr>
<td>Busby, Lorraine</td>
<td>University Librarian, Queen Elizabeth II Library [MUN]</td>
</tr>
<tr>
<td>Card, Antony</td>
<td>Associate Vice-President (Research) [GC]</td>
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<td>Carnahan, Heather</td>
<td>Dean of HKR [MUN]</td>
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<td>Carr, Justyna</td>
<td>ESL Instructors</td>
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<tr>
<td>Casey, Judy</td>
<td>Scholarships and Awards [MUN]</td>
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<tr>
<td>Cej, Remzi</td>
<td>Population Growth Strategy, Provincial Government</td>
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<td>Chancey, Paul*</td>
<td>Director, Centre for Institutional Analysis and Planning [MUN]</td>
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<td>Chislett, Bill</td>
<td>Director, Marine Institute International [MI]</td>
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<td>Clarke, Angie*</td>
<td>Director, Student Affairs, Marine Institute [MI]</td>
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<td>Teaching and Learning Advisory Committee Chairs [MUN]</td>
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<tr>
<td>Cleyle, Su*</td>
<td>Director, Distance Education, Learning and Teaching Support/Teaching and Learning Working Group [MUN]</td>
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<td>Cornish, Peter*</td>
<td>Associate Professor and Director, Counselling Centre [MUN]</td>
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<td>Dodge, Steve</td>
<td>Director, Human Resources [MUN]</td>
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<td>Donnelly, Joey</td>
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<td>Donovan, Marie</td>
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<tr>
<td>Downer, Pauline</td>
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<td>Drummond, Hadija</td>
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<td>Emke, Ivan</td>
<td>Coordinator – International [GC] – on MUN Campus</td>
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<td>Ennis-Williams, Candice*</td>
<td>Director, Institutional Services/Advanced Studies, Advanced Education and Skills</td>
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<td>Fabretoo, Cristina</td>
<td>Instructor, Faculty of Arts</td>
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<td>Fells, Anita</td>
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<td>Fisher, Andy</td>
<td>Assoc. Dean, Faculty of Engineering</td>
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<td>Flynn, Corey</td>
<td>Housing Food &amp; Conference Services [MUN]</td>
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<td>Foster, Andy*</td>
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<td>Freake, Sheila</td>
<td>Coordinator of the Aboriginal Resource Office, SAAS [MUN]</td>
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<td>Garnier, Mary</td>
<td>Interim Assistant Director, Operations, Housing, Food and Conference Services [MUN]</td>
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<td>Gaudine, Alice</td>
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<td>Gill, Peter *</td>
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<td>Gunther, Georg</td>
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<td>Harvey, Michael</td>
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<td>Hennessy, Juanita*</td>
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<td>Hennessy, Todd</td>
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<td>Hibbs, Chris</td>
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<td>Holloway, Ashley</td>
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<td>Hunter, Mark</td>
<td>Post-Secondary Policy Program Specialist, Advanced Education &amp; Skills</td>
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<td>Janes, Matthew</td>
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<td>Johnson, Albert *</td>
<td>Associate Director, Instructional Development, DELTs</td>
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<td>Name</td>
<td>Position</td>
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<td>Co-Lead of Teaching and Learning [MUN]</td>
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<td>Johnson, Harold</td>
<td>Math Department</td>
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<td>Knutson, Sonja*</td>
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<td>Lane, David</td>
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<td>Lewis, Ryan</td>
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<td>Marceau, Richard</td>
<td>Vice-President (Research)</td>
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<td>Associate Dean, School of Nursing</td>
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<td>Mercer, Nick</td>
<td>Vice-President External, Grenfell Campus Student Union [GC]</td>
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<td>Michalak, Margaret*</td>
<td>Manager space, FM</td>
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<td>Moores, Lisa</td>
<td>Counselling Centre</td>
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<td>Morgenstern, Marion</td>
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<td>Myers, Travis</td>
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<tr>
<td>Naterer, Greg*</td>
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<td>Neville, Doreen*</td>
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<td>Peddle, David</td>
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<td>Math Learning Instructor</td>
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<td>Perry-Maidment, Shona*</td>
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<td>Pippy, Sharon*</td>
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<tr>
<td>Wells, Rob*</td>
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<td>Wardlaw, David*</td>
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<td>Zerbe, Wilfred*</td>
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<td><strong>Focus Group # 1</strong></td>
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<td><strong>Focus Group # 6</strong></td>
<td>Representatives from the Trans Needs Group &amp; LGBT community</td>
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