



Leaders in International Higher Education

## 2022 ANNUAL CONFERENCE

*Why the Internationalization of  
Higher Education Still Matters*

# Keeping our Promise: Employment-Based Experiential Learning Opportunities for International Students

## Presenters

- Svetlana Filiatreau, Virginia Tech
- Donna Anderson, University of Montana
- Susan Allan, University of British Columbia

## Chair

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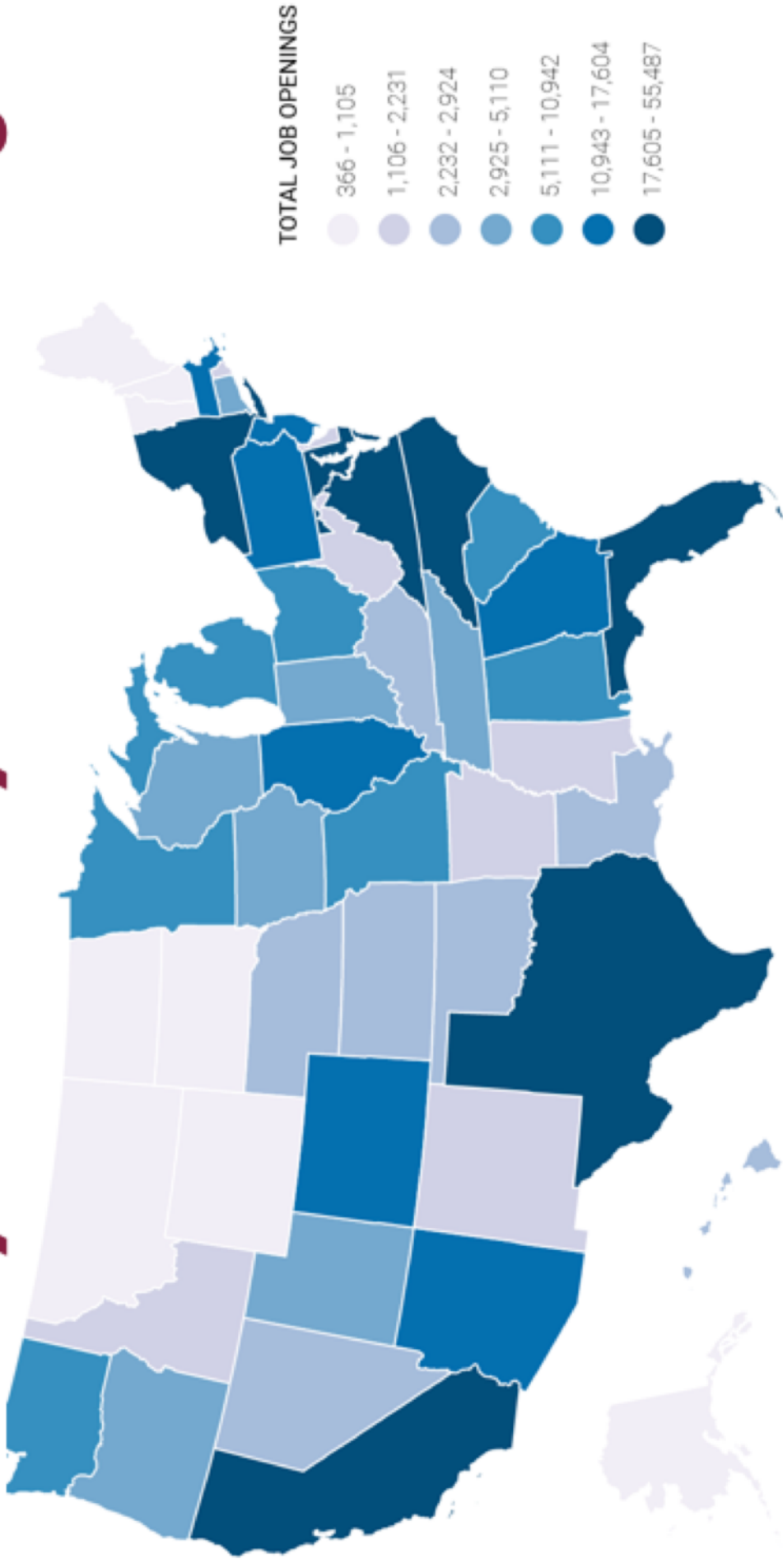
# Agenda

1. Introductions and Land Acknowledgements
2. Policy Change for Foreign Talent Sourcing
3. Workforce Partnerships in Regional Communities
4. Supporting International Students to Participate in Employment Opportunities
5. Small Group Dialogue
6. Guided Large Group Discussion

# Intros & Land Acknowledgements

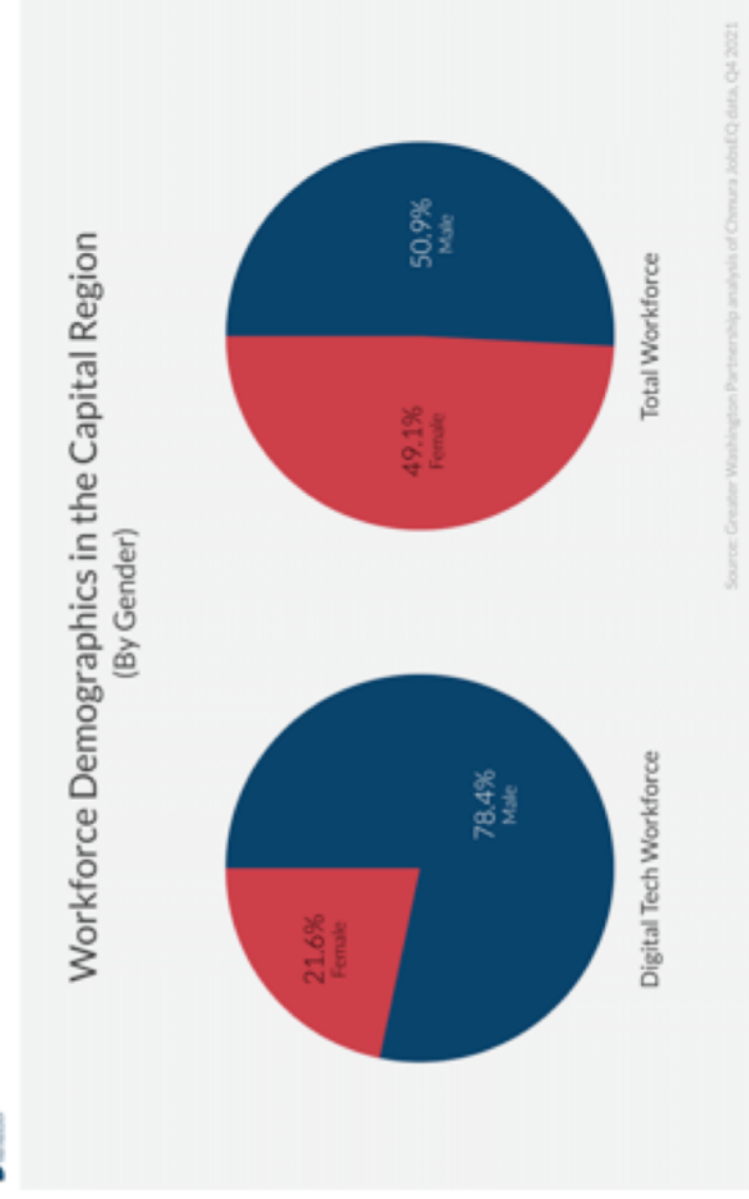
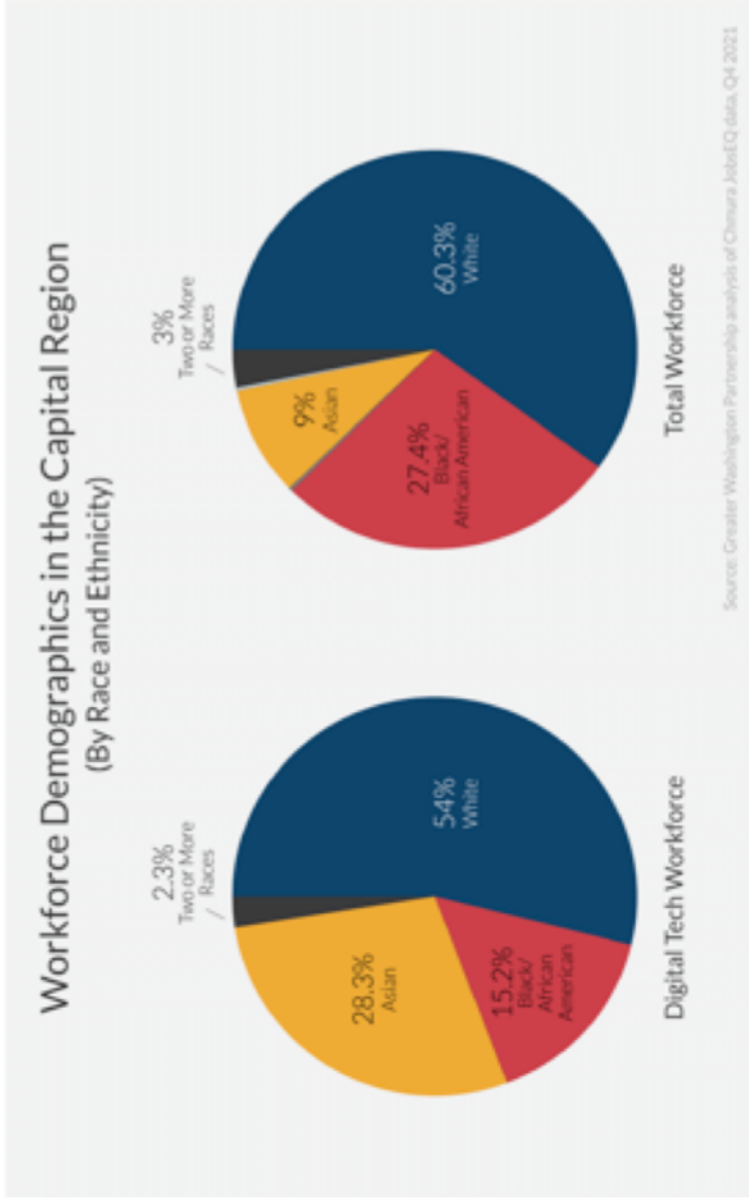
- We respectfully acknowledge the original inhabitants of the land that **New Orleans** sits on were the **Chitimacha Tribe** of Louisiana.
- At **UW Tacoma** we learn, live, and work on or near the ancestral homeland of the **Coast Salish people**. In particular, our campus is situated on the current and traditional land of the **Puyallup**. We have a responsibility to take active efforts to partner with our Native and Indigenous community members and neighbors to seek justice as we continue our work together as a community of learners, leaders, and educators.
- **Virginia Tech** acknowledges that our campus is situated on the traditional native lands of **Monacan and Tutelos** people and the **Monacan Nation**.
- *Es misté?es qe es l?, ci tu l ,T,at? ayaqn u Qlispélix<sup>w</sup> sqlix<sup>w</sup>ú?ulex<sup>w</sup>s t Nl?ayccstm K<sup>w</sup>tis Snacx̣ tqé ym ín. Qe es put?em tu Sqélix<sup>w</sup> m̄ im é?eyé ms x̣'l ,olq<sup>w</sup>štulex<sup>w</sup> tu x̣'l ,qt sqqlelix<sup>w</sup>. The University of Montana acknowledges that we are in the aboriginal territories of the **Salish and Kalispel people**. We honor the path they have always shown us in caring for this place for the generations to come.*
- The **UBC Vancouver-Point Grey campus** is located on the traditional, ancestral and unceded territories of the **x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam)** people. The **UBC Okanagan campus** is located on the traditional, ancestral and unceded territory of the **Syilx Okanagan Nation**. The **x<sup>w</sup>məθk<sup>w</sup>əyəm** and **Syilx** people have been stewards and caretakers of these territories since time immemorial.

# Tech Talent Challenges in the USA: Cybersecurity Talent Shortage





# Tech Talent Challenges in the USA: Lack of Diversity



<https://greaterwashingtonpartnership.com/skills-and-talent/>

# Demographic Challenges & Economic Implications



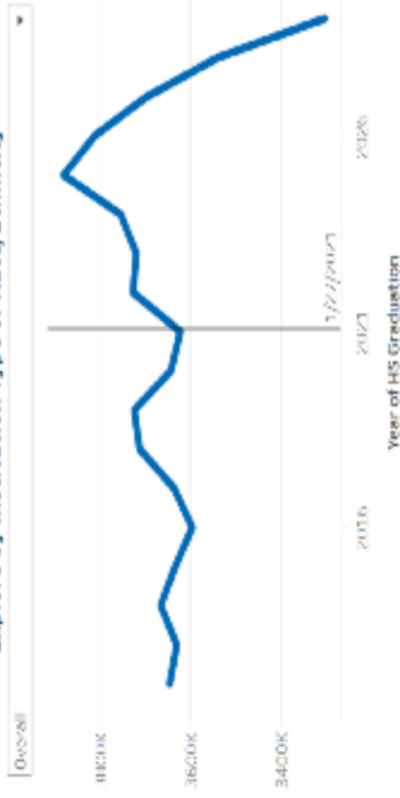
## The Looming Enrollment Cliff

A companion to “The Looming Higher Ed Enrollment Cliff.” *Higher Ed HR Magazine*, CUPA-HR  
 All forecasted data below comes from the *Higher Education Demand Index* (Grawe, 2016).

### Number of 18-Year-Olds

When the Great Recession hit in 2008, the birthrate took a nosedive that many attributed to the economy. However, although the economy has rebounded in the decade since, the birthrate has not. This has a direct implication for the number of potential high school graduates.

Explore by Institution Type or Race/Ethnicity



### Four-Year College Enrollment

Although not all colleges and universities will see a decline in student enrollment, many of those that do will be hit hard. Regional bachelor’s institutions are expected to lose more than 11 percent of their students by 2029, whereas demand for elite institutions may be up to 14 percent higher in 2029 than it was in 2012.

In 2018, the U.S. population growth reached an 80 year low.

By 2026, U.S. college student population is predicted to fall more than 15%.

Increased high school dropout rate and delayed matriculation due to financial stress.

One in four Americans plan to enroll in education program – with preference to non-degree or technical training

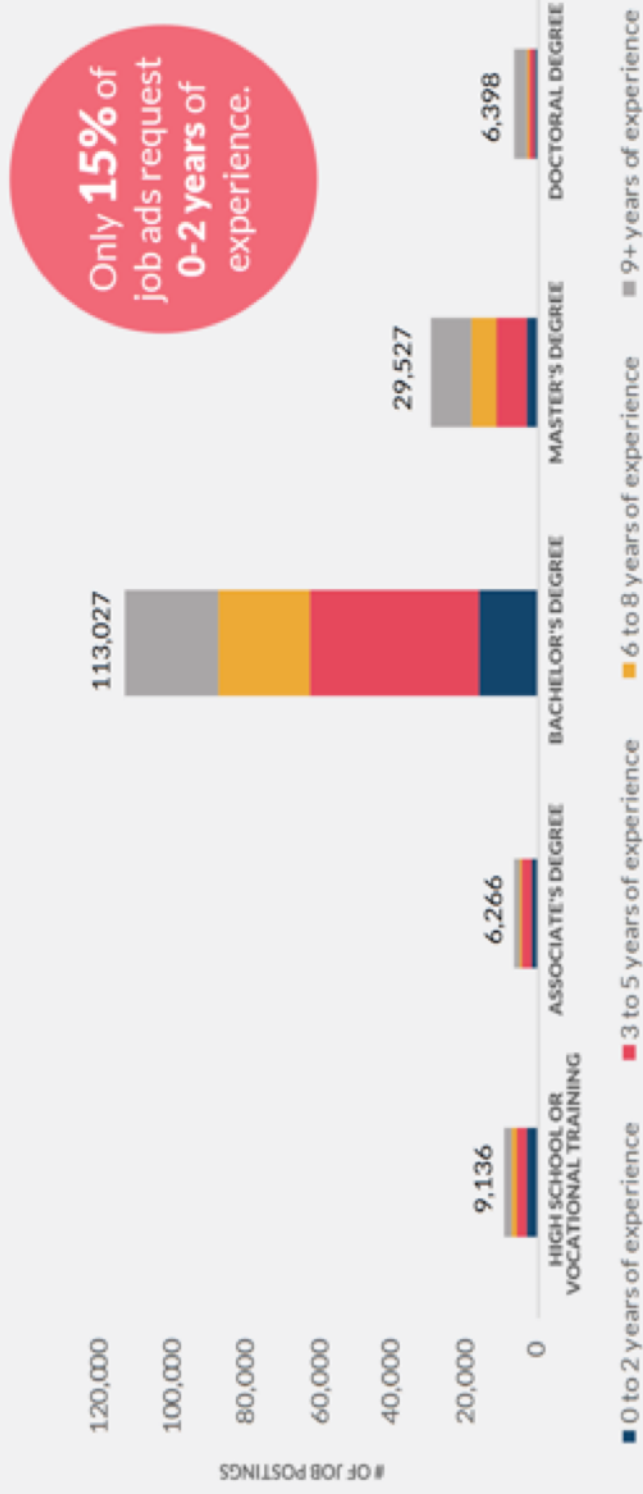
By 2030, immigration will be the primary driver of population growth in the U.S.

By 2034, the number of older adults will outnumber children

<https://www.cupahr.org/issue/dept/interactive-enrollment-cliff/>

# National Policies and Regional Ecosystems

## EXPERIENCE AND EDUCATION REQUESTED BY CAPITAL REGION EMPLOYERS FOR DIGITAL TECH JOBS



[https://greaterwashprt.wpengine.com/wp-content/uploads/2019/03/2019\\_GWP\\_Labor-Market-Information.Q1-2019.pdf](https://greaterwashprt.wpengine.com/wp-content/uploads/2019/03/2019_GWP_Labor-Market-Information.Q1-2019.pdf)

## Examples of Apprenticeship Partnership Models



<https://www.dol.gov/apprenticeship/toolkit/models-build.htm>

# International Students in the US Higher Education Institutions: Diversity Tech Talent Pipeline

**ITI**

**TechWerk Blog**

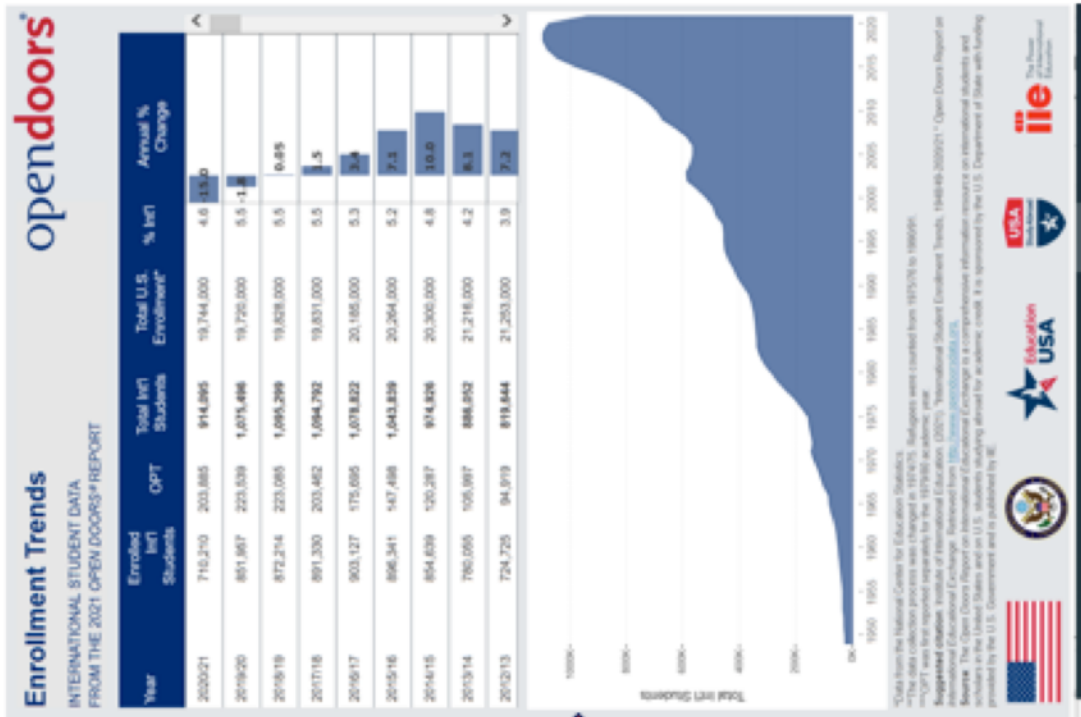
News Features TechWerk Blog Events ITI Insights Newsletter

How Increased Immigration Legislation Could Impact U.S. Tech Talent Diversity

What are the most pressing policies that will help ensure the growth of a talented, diverse workforce in 2021 and beyond?

August 18, 2020 by Information, Technology, Industry Council  
View all posts by Information, Technology, Industry Council

This article first appeared on Ethoscol and was sponsored by ITI as part of our 2020 National Political Conventions Series.







# 11,000 #

## of undergrad & grad students

**Flagship doctoral  
research university**

Degrees in more than 60 fields,  
32 doctoral degrees, 71 master's  
degrees, 11 graduate certificates

**RANKED**



AMONG MEDIUM-  
SIZED SCHOOLS ON  
PEACE CORPS 2019  
LIST OF TOP  
VOLUNTEER-  
PRODUCING  
UNIVERSITIES

**500** Int'l  
students and  
scholars

from

**70** different  
countries :INCLUDES  
ONLINE

**526** UM  
students who  
studied abroad

IN OVER 40 COUNTRIES  
AY2018-2019

**86** Partner  
universities  
WORLDWIDE

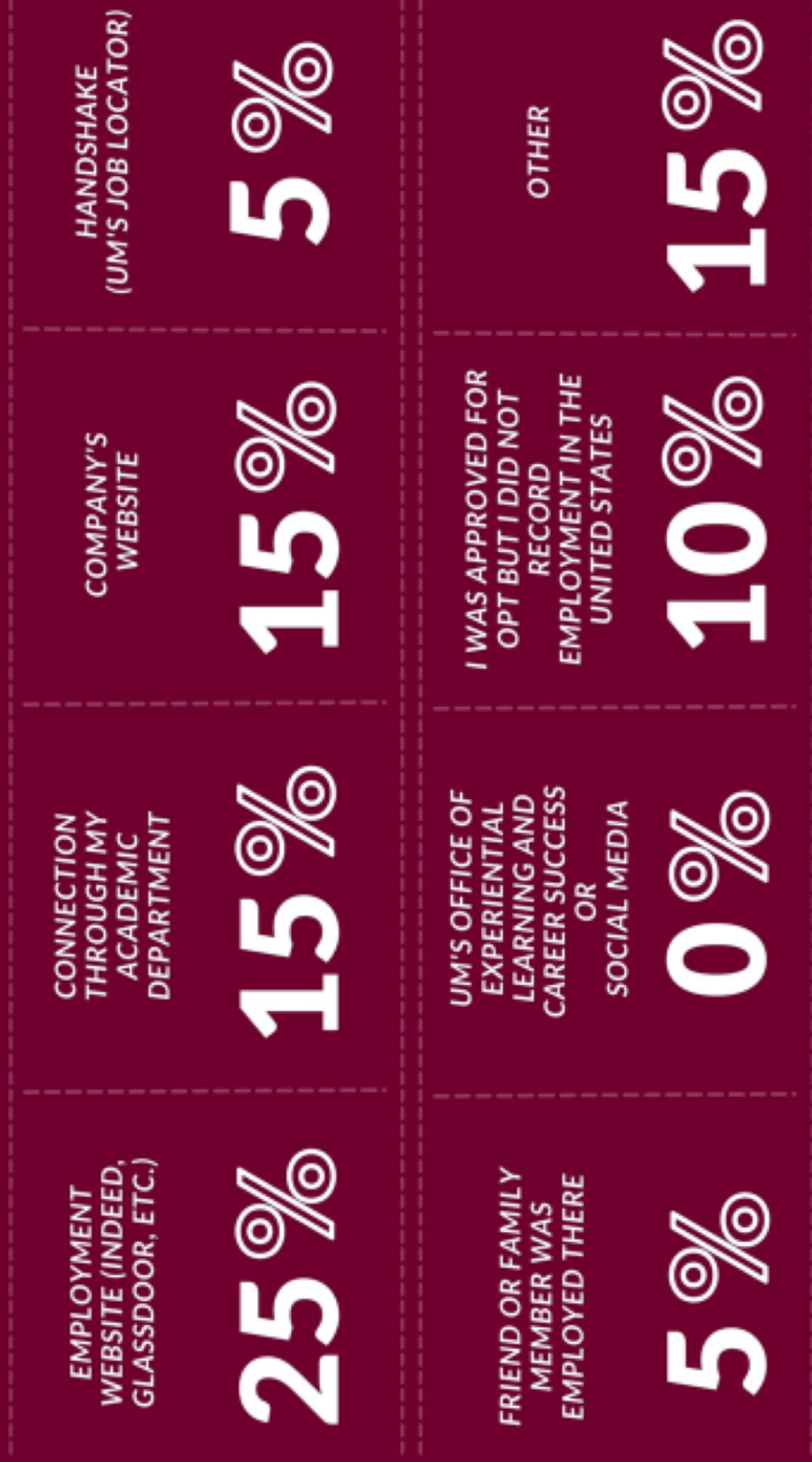
**RANKED**



AMONG PUBLIC  
UNIVERSITIES IN  
PRODUCING  
RHODES SCHOLARS



# How did you locate your first job during Optional Practical Training (OPT) after graduating from the University of Montana?





## Campus-to-Career Initiative

**ELEVATE**  
EXPLORE. EXPERIENCE. EMBRACE. ELEVATE.

# International Student Employment in Canada







# **Barriers to Employment for International Students**

**Partnering to  
Create  
Campus Based  
Opportunities**





# Funding and Accountability



# Small Group Dialogue

**What do you see as potential challenges to developing employment-based experiential learning opportunities for international students within your own institutional context?**

**What examples of successful employment-based experiential learning opportunities for international students have been developed at your institution? What factors led to their success?**

# Large Group Discussion

**What role can/should SIOs and/or AIEA play in advocating for local, regional, and national policies aimed at increasing international students' access to employment-based experiential learning opportunities in the U.S. and Canada?**

**What role can/should international education offices play in preparing international students for employment-based experiential learning opportunities?**

