



Association of International  
Education Administrators

2020 ANNUAL  
CONFERENCE

*Rethinking Comprehensive  
Internationalization for a  
Global Generation*

# The Impact of Experiential Education & Employability on International Enrollments

Jim McLaughlin, IC3 Conference

Charles A. S. Bankart, Ph.D., University of Kansas

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# Employability & Enrollment Choices

- Employability and career opportunities are critical factors in enrollment decisions
- 95% said “improving career prospects” was important in their decision for international study, from the *International Student Barometer* (Nilsson & Ripmeester, 2016)
  - For 69%, this was the main factor
- 81% said their main reason for studying outside of home country was “To improve career opportunities”, from the *International Student Employment Outcomes and Satisfaction Study* ([International Alumni Job Network](#), 2018)

# Global Student Mobility Trends

- *What we have seen:*
  - Majority of international students studying at Western institutions have historically come from Asia
  - Highlights ([ICEF Monitor, 2019](#)):
    - More than 1 million Asian international students in U.S., Canada, U.K. & Australia
    - U.S. - 80% from China, India, South Korea, Vietnam, Taiwan & Japan
    - Canada - 60% from India, China & South Korea
    - Australia - 8 of 10 top sending countries are Asian (64% of total); China, India, Nepal, Malaysia, South Korea, Vietnam, Thailand, and Indonesia

# Global Student Mobility Trends

- *What is currently developing:*
- Increased regional mobility within Asia
- Highlights ([ICEF Monitor, 2019](#)):
  - China has become 4th most popular study abroad destination globally (after U.S., Canada & Australia)
  - National strategies
    - China's "One Belt, One Road" initiative creating pathways, with scholarship
    - "[Study in India](#)" initiative (goal from est. 50k to 200k in 5 years);
    - "Institutions of Eminence"
  - 12 Asian universities among global top 100
  - Asia, viewed as a regional economy, is the fastest-growing
  - QS's 2019 Graduate Employability Rankings
    - 163 of 500 are in Asia (26 in China, 14 in Korea, 13 in India)

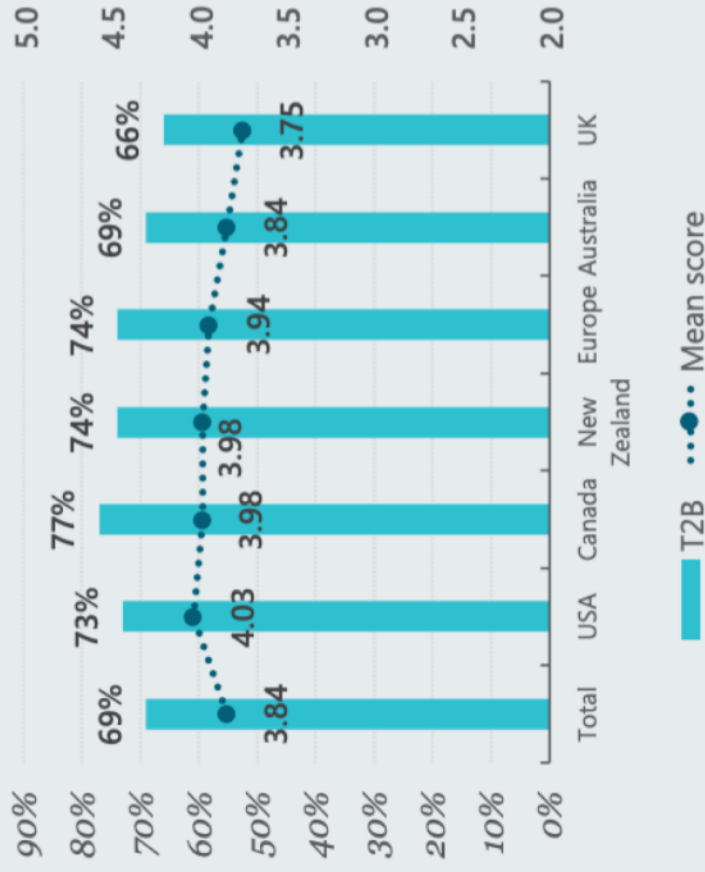
# National Strategies: The Country “Brand”

COUNTRY	International student target	2018 enrolment	Top sending markets	Cost of study	Foreign student facts
China	500,000 by 2020	492,185	South Korea, Thailand, Pakistan, India, US	US\$1,700–3,100 per year for most programmes	Nearly 60% are from Asia
Japan	300,000 by 2020	298,980	China, Vietnam, Nepal, South Korea, Taiwan	US\$7,460–8,500 per year for public universities	94% are from Asia
Malaysia	250,000 by 2025	172,900 (2016)	China, Bangladesh, Indonesia, Nigeria, Yemen	Costs vary by type of programme and institution	Attractive to Muslim students
South Korea	200,000 by 2023	142,205	China, Vietnam, Mongolia, Japan, US	US\$8,750–13,000 per year for undergraduates	Just under half are Chinese
Taiwan	150,000 by 2020	127,000	China, Malaysia, Vietnam, Indonesia, Japan	US\$3,365–5,250 per year for most programmes	40% are from South and Southeast Asia

Source: [ICEF Monitor](#), 2019

# Employability & Enrollment Choices: Macro

Return on investment – by country of study



I am satisfied with the return on investment from my international education

n = 10787

Post-study work rights – by country of study

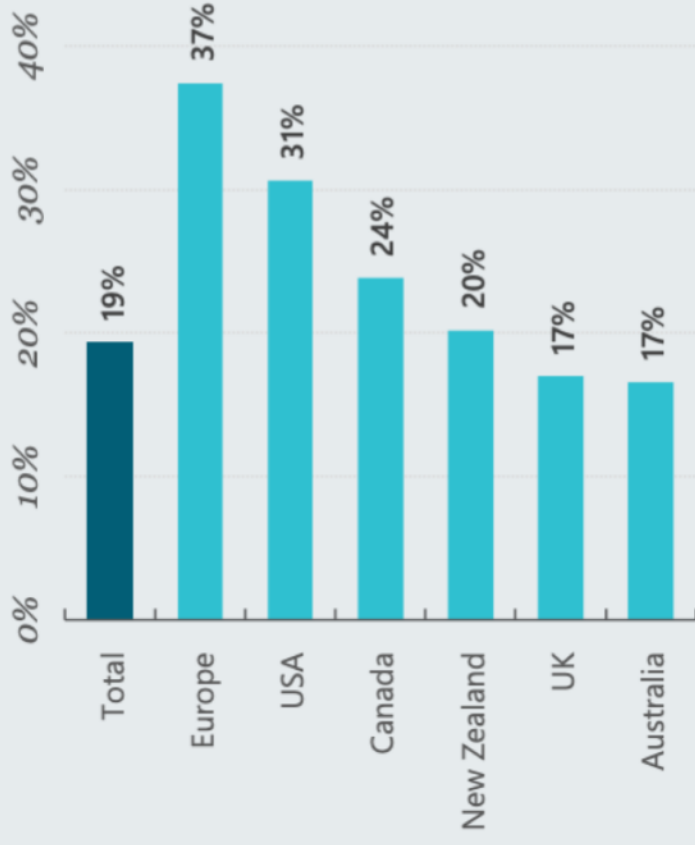


I am satisfied with the post-study work rights

n = 9553

# Employability & Enrollment Choices: Micro

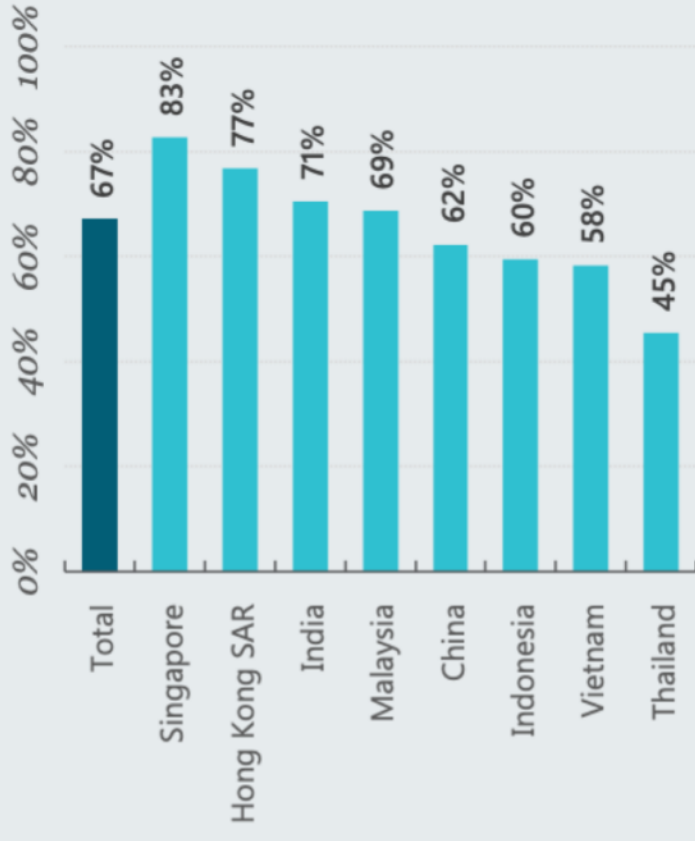
Internship opportunities (by country of study)



Q: Did your university offer an internship as part of your international education?

n=9704

Internship participation (by country of birth)



Q: Did you participate in an internship as part of your study?

n=5923

Source: International Alumni Job Network, 2018

# Experiential Education: The Bridge Between Education & Careers

- How are institutions and industry supporting students as they build the foundations for their careers?
- How are institutions responding to national-level factors impacting international students' employability?
- Where does experiential education land on the list of institutional and organizational priorities?
- For institutions, how is the critical nature of experiential education and employment outcomes communicated to prospective students? Current students?



# U.S. as a Destination for Global Talent

- 73% of international students indicate preference for study in the U.S. to gain work experience prior to returning home (WES, 2017).
- 28.3% of U.S. companies in 2019 plan to hire international students - up from 23.4% in previous year (NACE Job Outlook, 2019).
- Students see networking opportunities, learning about U.S. work culture, and time to translate knowledge into careers upon graduation as key educational outcomes (International Educator, Nov/Dec, 2019).
- 92% of international students believe studying in the U.S. will provide a good return on investment over time (WES, 2017).

# International Enrollment Decline

- Pre-dates current administration – beginning in Fall 2016 for KU (and many IEPs)
- Decline has *accelerated* since fall 2016 at KU and nationally.
- Open Doors (2019): Overall international student decline in 2018/2019 of 2% over the previous year (3% since 2016/2017). Biggest declines: Middle East, Europe, S.E. Asia.
- Fields in Decline (Open Doors, 2019): Engineering, Business, Other, Fine/Applied Arts, Intensive English.
- CGS (2018) reported 3.7% national decrease in international first-time graduate enrollment between Fall 2016 & 2017. Masters program enrollment declined another 2.3% in 2018/2019 (Open Doors, 2019).
- **CGS also reported a 1.4% *increase* among R1s between 2016 & 2017 – suggesting regional and state-level differences are significant contributors to declines.**

# Accelerants to Enrollment Declines

- Increased global competition for students – especially among research universities striving to compete in scientific activity (Musselein, 2018).
- Anti-immigration sentiments in press attributed to the entirety of the U.S.
- 3 straight years of intensive English enrollment declines (41% since 2015) have been concentrated in the Midwest (Redden, 2019).
- Visa rumors are **now** true and pushing prospective students away from high-quality U.S. graduate programs (Anderson, 2019):
  - Non-immigrant visa applications **down 7%** in 2018 (down 675,887)
  - Non-immigrant visa **denials up 5%** (up 189,060)
  - Port-of-Entry discretionary denials seem on the rise and make big news
- Between 2015 and 2017, F-1 visas declined 29% overall, 28% for India and 24% for China (ICEF Monitor, 2018)

# Congressional Activity

## Recent Hearings & Meetings

- **April 2018** – Hearing on *“Scholars or Spies: Foreign Plots to Targeting America’s Research & Development,”* House Science Subcommittee on Oversight and Subcommittee on Research and Technology
- **June 2018** - Hearing on *“Student Visa Integrity: Protecting Educational Opportunity and National Security,”* Senate Judiciary Subcommittee on Border Security and Immigration
- **Sept 2018** - *House Science Committee Roundtable with higher education leadership, federal science agencies, FBI*
- **Feb 2019** - Hearing on *“China’s Impact on the U.S. Education System,”* Senate Homeland Security Permanent Subcommittee on Investigations
- **May 2019** - *House Armed Services Roundtable with higher education leadership*
- **June 2019** - Hearing on *“Foreign Threats to Taxpayer – Funded Research: Oversight Opportunities and Policy Solutions,”* Senate Finance Committee

# Congressional Activity (cont.)

## Recent Legislative Proposals

- **H.R. 704 / S. 2**, “Fair Trade & China Enforcement Act,” Rep. Conaway (R-TX) / Sen. Rubio (R-FL)
- **H.R. 618 / S. 29**, “Critical Technologies & Security Act,” Rep. Ruppertsberger (D-MD) / Sen. Warner (D-VA)
- **H.R. 602 / S. 152**, “Telecommunications Denial Order Enforcement Act,” Rep. Gallagher (R-WI) / Sen. Cotton (R-AR)
- **S. 480**, “Countering the Chinese Government & Communist Party’s Political Influence Operations Act,” Sen. Rubio (R-FL)
- **H.R. 1811**, “Countering the Chinese Government and Communist Party’s Political Influence Operations Act,” Rep. Smith (R-NJ)
- **S. 937**, “Protecting American Technology Act,” Sen. Kennedy (R-LA)
- **H.R. 2244**, “Higher Education Transparency Act,” Rep. Gosar (R-AZ)
- **S. 1451 / H.R. 2713**, “People’s Liberation Army (PLA) Visa Security Act,” Sen. Cotton (R-AR) / Rep. Gallagher (R-WI)
- **H.R. 1678 / S. 1879**, “Protect Our Universities Act,” Rep. Banks (R-IN) / Sen. Hawley (R-MO)

# Institutional Factors Affecting Climate & Attractiveness

- Shift away from programmatic support (again) toward regulatory compliance to protect students.
- Increased difficulty hiring globally networked international talent to faculty & research ranks.
- Graduate student (and postdoctoral) access to basic research – especially externally sponsored students.
- Restrictions on faculty travel.
- Emergence of restrictive visitor programs.
- Methods of implementing export control and restricted party screening for agreements and research collaborations.

# What students tell us they are concerned about...

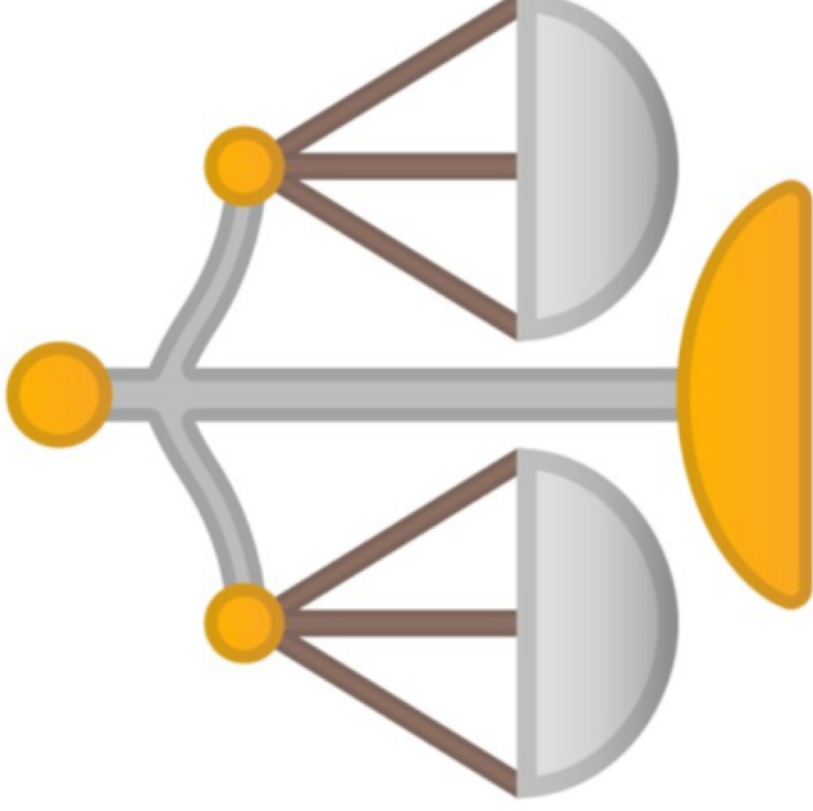
- **Unlawful presence** accrual for minor technical violations (F, J and M Non-Immigrants)
- **Court challenges to OPT**
- **ICE** site visits to STEM OPT sites
- **OPT Processing Time** (Summer 2019) went from 3 to 5 months (90 app window)
- **”Extreme Vetting”**
  - ❓ Discretionary visa denials and processing delays increasing – initial & renewal
  - ❓ High profile Port-of-Entry decisions (Harvard, Arizona State, Iranian nationals)
  - ❓ Security checks delaying scientists & engineers (China, Russia, M. East)
  - ❓ New Social Media Vetting policy
- **Administrative Processing Time** for visas up from 60-90 days to 180
- **Public charge** regulation and it’s long-term impact on future careers
- **H-1B rejections** on the rise with DHS challenging DOL determinations
- **F-1 Duration of Status** proposed rule changes by DHS/ICE (max periods of stay)

# Finding Balance

## Our Mission

Fostering path-breaking, collaborative cross-disciplinary research capacity & innovation

Building a diverse, inclusive community



## Our Responsibilities

- ❖ Protecting our students, researchers and their work
- ❖ Complying with federal policy and regulations

Padma Raghavan, VP for Research, Vanderbilt University



# United Kingdom: A Case in Point

- 2002, Theresa May (UK Home Secretary) said 2-year post-study work visa was “too generous”. Shortened to 4 months.
- International enrollments plummeted (India alone down 56%) and the UK’s ability to attract global talent suffered dramatically. Brexit and its impact on EU mobility is anticipated to compound matters (The Guardian, 2019).
- New policy (supported by business and education sectors) restores period to two years to attract the “best and brightest.”

# What can we do on campuses to promote access to experiential learning for international students?

- Integration of study abroad and study away in the majors – especially into the professional school disciplines.
- Coordinate with career development and ISSS offices to proactively engage outside entities about the ease and value of bringing international students on board when they have CPT eligibility (e.g. internships). Campuses can play an enormous role in employer relations.
- Explore sponsored program opportunities with locally-based entities that have an international footprint to educate and train future employees located in countries where they have a presence.
- Proactively support students heading into OPT and arm them with the tools they need to dispel concerns, address myths, gain notice as a prospective hire, as well as to connect with faculty members with critical network access.
- Advocate for sound policy and rule making. Evidence on impact of national policy can be seen in Australia, Canada, and the U.K. (International Educator, Nov/Dec '19)



**KU International  
Support Services  
and associates  
present....**

**EMPLOYMENT  
TOPIC  
WORKSHOPS  
FOR**

**INTERNATIONAL  
STUDENTS**

**SPRING 2020**

*The University of Kansas  
International Support Services  
1450 Jayhawk Boulevard  
Strong Hall, Room 2  
Lawrence, Kansas 66045  
iss@ku.edu  
785-864-3617*

### **"Curricular (CPT) and Optional (OPT) Practical Training for F-1 Students"**

(This 2-part workshop will be offered twice. Times and location are different for each date. Content will be the same for both offerings.)

- **Friday, February 7, CPT 11:45 a.m. / OPT 12:15 p.m., Kansas Union Kansas Room (level 6)**  
-- *You may bring your lunch to eat while listening*
- **Tuesday, February 18, CPT 3:15 p.m. / OPT 3:45 p.m., Kansas Union Big 12 Room (level 5)**

ISS Advising staff will explain the purpose, eligibility and application procedures for F-1 Curricular and Optional Practical Training. Plan to attend both segments to learn about the full range of options for employment related to your F-1 academic program. (Note: This workshop will mention, but will not discuss in detail, the 2-year STEM OPT extension option -- a separate session on that topic will be offered later.)

### **"Leveraging Your International Experience into a Career"**

- **Friday, February 7, 1:00 – 3:00 p.m., Jayhawk Room – Summerfield Hall Room 201**

Wondering how to best prepare for the upcoming Career Fair? We can help! Experts will show how to highlight your international experience on your resume and how to talk about it during interviews. We will teach you how to start building and maximizing your network. FREE FOOD!!

### **"Academic Training for J-1 Students"**

- **Tuesday, February 11, 4:00 p.m. Kansas Union Pine Room (level 6)**

An ISS advisor will explain how Academic Training can provide J-1 students with an opportunity for employment in order to obtain work experience in their field of study. Covered topics will include purpose, eligibility, and the application process.

### **"Writing Effective American Style Cover Letters and Resumes"**

- **Wednesday, February 26, 12:00 p.m. (Noon), Kansas Union Kansas Room (level 6)** -- *You may bring your lunch to eat while listening*

A well-crafted cover letter and resume are essential to securing an interview for a job in the U.S. Staff from the University Career Center will offer guidance on how to effectively compose these important introductory documents that are required pieces for nearly every employment application.

### **"F-1 2-Year STEM Optional Practical Training and H-1b Cap Gap Extensions"**

- **Tuesday, March 3, 3:30 p.m. LEEP2 Room 1415A**

ISS advising staff will present an overview of the 24-month OPT extension available to students with degrees in certain Science, Technology, Engineering, and Mathematics fields, as well as the potential for extending F-1 status and OPT work authorization for students having a timely filed petition for H-1b that is either approved or pending with an effective date beyond their OPT expiration date.

### **"Job Search Strategies and Tips for Interviewing American Style"**

- **Wednesday, March 4, 12:00 p.m. (Noon), Burge Union Forum B** --- *You may bring your lunch to eat while listening*

University Career Center staff will explore resources and strategies that will enable international students to conduct a successful search for a job or internship in the U.S. Part of that process is knowing how to present yourself in the job interview. Exploring what to expect in an American style interview and how that may differ from other countries will therefore be emphasized in this presentation.

### **"H-1b and Employment-Based Permanent Residence"**

- **Wednesday, March 25, 3:30 p.m., LEEP2 Room 2425**

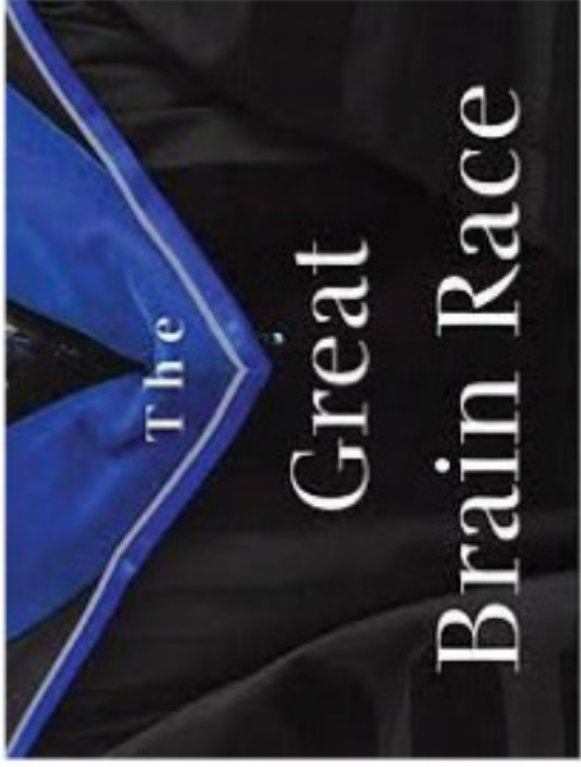
An attorney from Bordeau Immigration Law, LLC, a legal firm specializing in employment-based immigration practice, will explain the process for obtaining H-1b employment status and acquiring Permanent Residence ("green card") through employer sponsorship.

## **Collaborative Programming**

- **ISS**
- **Career Center**
- **Immigration Attorney**

**Talent is our most important  
global commodity.**

**We are experiencing a global  
talent deficit.**



How Global Universities  
Are Reshaping the World



BEN WILDAVSKY

“The worldwide competition for human talent, the race to produce innovative research, the push to extend university campuses to multiple countries, and the rush to produce knowledgeable and creative graduates who can strengthen increasingly knowledge-based economies—all of these trends are hugely beneficial to the entire world.”

Ben Wildavsky. *The Great Brain Race: How Global Universities Are Reshaping the World* (Kindle Locations 149-151). Kindle Edition.

Rainer Strack:

# The workforce crisis of 2030 — and how to start solving it now

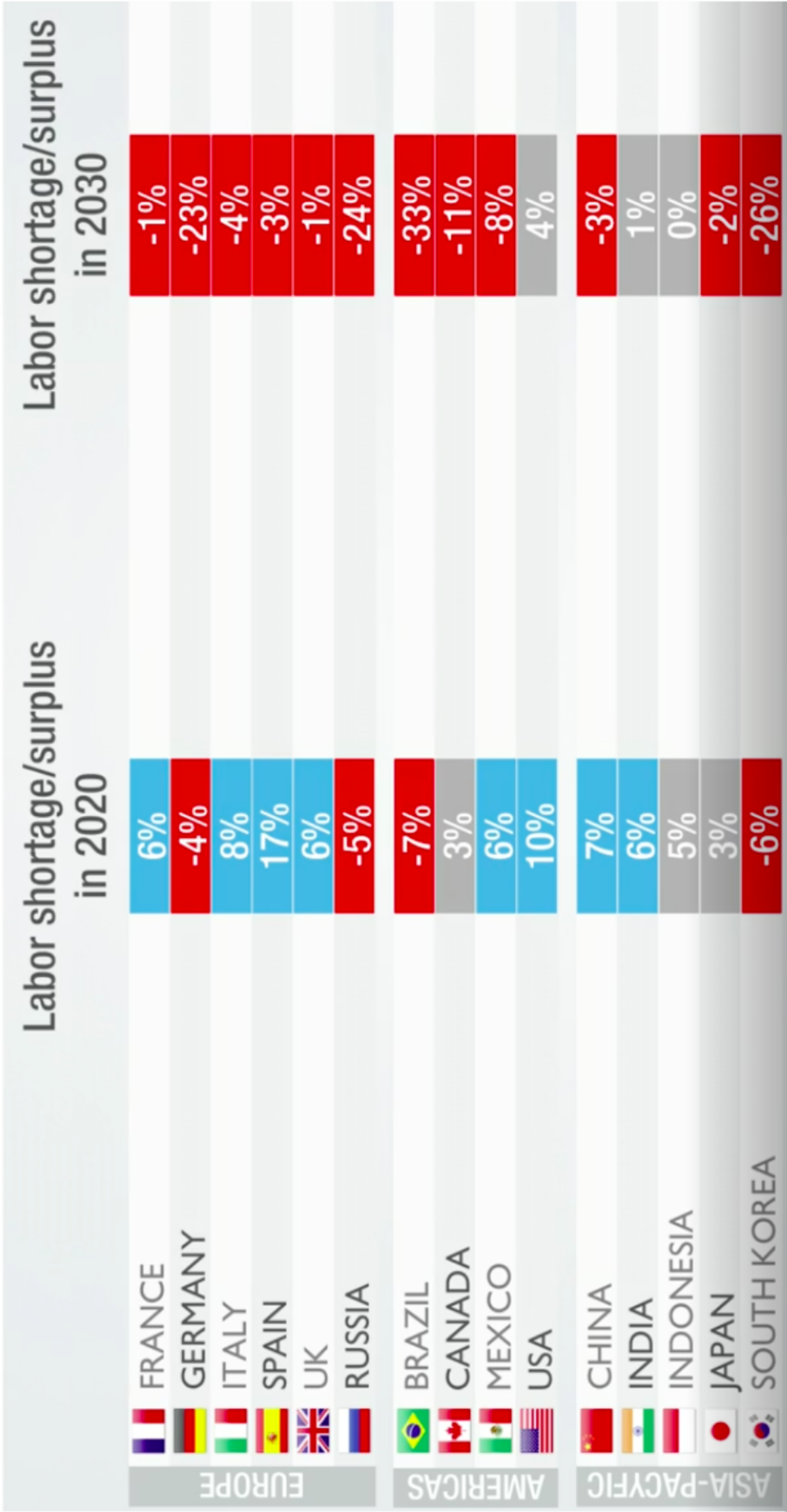
TED@BCG Berlin · 12:47 · Filmed Oct 2014

Subtitles available in 1 language

 [View interactive transcript](#)



# GLOBAL WORKFORCE CRISIS







GLOBAL  
WORKFORCE CRISIS

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LABOR SHORTAGE + SKILL MISMATCH

CULTURAL CHALLENGE

# ROBOT-PROOF



HIGHER EDUCATION  
IN THE AGE OF  
ARTIFICIAL INTELLIGENCE

JOSEPH E. AOUN

“A robot-proof model of higher education is not concerned solely with topping up students’ minds with high-octane facts. Rather, it refits their mental engines, calibrating them with a creative mindset and the mental elasticity to invent, discover, or otherwise produce something society deems valuable... Whatever the creation, it must in some manner be original enough to evade the label of “routine” and hence the threat of automation. Instead of training laborers, a robot-proof education trains creators.”

Aoun, Joseph E. (2017-08-18). Robot-Proof: Higher Education in the Age of Artificial Intelligence (MIT Press) (Kindle Locations 170-174). The MIT Press. Kindle Edition.

## The **Future** of

# Work

How Colleges Can Prepare Students  
for the Jobs Ahead

“As the job market becomes more dynamic, and as employers look for increasingly unnatural combinations of skills, the most important talent will be harder and harder to find.” Page 16

“In the years to come, employers may also have to develop supply chains for talent, seeking out partnerships with higher-education institutions to cultivate the skills they need.” Page 16

# The Role of Higher Education

- Curricula should be current, relevant and market informed...credentialing
- There should be a balance of STEM training, technical and “human skills”
- Should be informed by actual changes in the skillsets needed for rapidly changing roles
- Curricular reform enhanced by partnerships with those searching for talent
- Advocate for global



The task force leadership team consists of (right) David Autor, the Ford Professor of Economics and associate head of the MIT Department of Economics; (left) David Mindell, the Frances and David Dibner Professor of the History of Engineering and Manufacturing, and professor of aeronautics and astronautics; and (center) Elisabeth Reynolds, executive director of the MIT Industrial Performance Center (IPC) and a lecturer in the Department of Urban Studies and Planning.

Image: Melanie Gonick/MIT

## MIT launches Task Force on the Work of the Future

Institute-wide effort will study the evolution of jobs in an age of technological advancement.

Peter Dizikes | MIT News Office  
February 27, 2018

# Business and Industry Partnerships

- P3 relationships focused on talent pipelines and talent development
- Investment in talent development
- Investment in early outreach
- Learn and earn
- Scholarships and assistantships
- Talent solution partnerships
- Investment...

# We are experiencing a global talent deficit.



# Drexel CCI Welcomes New DXC @ Drexel International Program Students

October 01, 2019

SHARE: [t](#) [f](#) [in](#) [e](#)



DXC @ Drexel students with DXC Fellow and Head of Artificial Intelligence Jerry Overton, CCI Dean and Isaac L. Auerbach Professor Yi Deng and DXC Executive Vice President and Chief Human Resource Officer Jo Mason at a welcome event on Wednesday, September 25, 2019 at 3675 Market Street.





# JobsOhio 2018 Results

JobsOhio works collaboratively with regional and local economic development partners across the state to help companies create and retain jobs and payroll and support capital investment.

**266**

Total Projects

**\$9.6 Billion**

Capital Investment

**27,071**

New Jobs

**\$1.3 Billion**

New Jobs Payroll

**69,905**

Retained Jobs

**\$4.2 Billion**

Retained Jobs Payroll

## Cleveland State Global Targets International Students

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CSU is the only public university in Ohio to partner with Boston-based Shorelight Education. This new collaboration, Cleveland State Global, will connect international students seeking an American education with CSU and provide job opportunities after graduation.

Shorelight's signature undergraduate and graduate support programs will help CSU recruit and retain top international students and ensure their success as they progress through graduation.

Shorelight and CSU will work collaboratively with the city of Cleveland and local businesses to build a strategic workforce pipeline that will connect qualified international students who complete their studies at CSU with companies eager to employ them.

As part of the three-pronged relationship, CSU will serve as the academic provider – delivering undergraduate and advanced degree programs in a number of fields, as well as experiential learning opportunities. As the operational and programmatic provider, Shorelight will deliver technology-enabled services and resources to help engage and support international students throughout the application, enrollment and academic experience. Finally, the city will help connect international graduates with employment opportunities in the Cleveland area.

Also in this Issue...

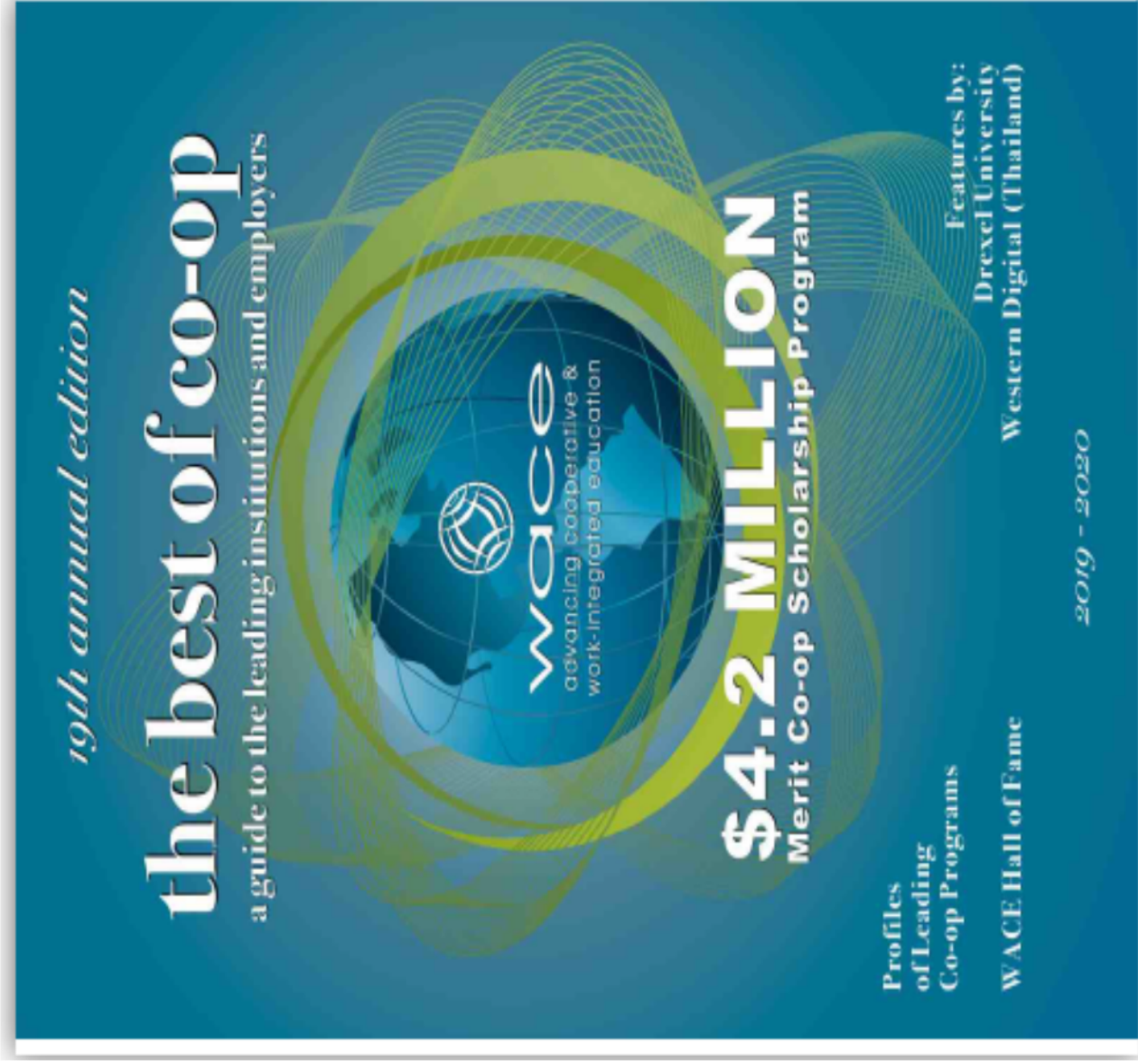


### **Parker-Hannifin Living and Learning Community Promotes Academic Success**

Helping students succeed through Say Yes to Education is the Parker Hannifin Corporation, a longtime partner of CSU. [Read more >>](#)

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# Global Experiential Learning...



**Talent is our most important  
global commodity.**

**We are experiencing a global  
talent deficit.**

**Business and industry will effect  
more transformative change in  
higher education than colleges and  
universities on their own.**

**(And hopefully foreign policy)**

# Questions & Discussion