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
- Jeff Cohen, University of Washington Tacoma
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 mistéʔes qe es lʔ, ci ḥu lʔ,atʔ ayaqn u Qlispélixʷ sqlíxʷúʔulexʷs t Nlʔaycčstm Kʷtis Snac̓hɬ ɬq̓e ym̓ ín. Qe es putʔem ḥu Sqélixʷ mɨ ḥqe ṣʔey messenger xʷl,olqʷstulexʷ ḥu xʷl,ql sqíqlêlixʷ. 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 xʷməθkʷəy̓əm (Musqueam) people. The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation. The xʷməθkʷəy̓əm and Syilx people have been stewards and caretakers of these territories since time immemorial.
Tech Talent Challenges in the USA: Lack of Diversity

Workforce Demographics in the Capital Region
(By Race and Ethnicity)

- Digital Tech Workforce:
  - 28.3% Asian
  - 15.2% Black/African American
  - 54% White

- Total Workforce:
  - 2.3% Two or More Races
  - 3% Asian
  - 27.4% Black/African American
  - 54% White

Source: Greater Washington Partnership analysis of Chmura JobsEQ data, Q4 2021

Workforce Demographics in the Capital Region
(By Gender)

- Digital Tech Workforce:
  - 21.6% Female

- Total Workforce:
  - 78.4% Male
  - 49.1% Female
  - 50.9% Male

Source: Greater Washington Partnership analysis of Chmura JobsEQ data, Q4 2021

https://greaterwashingtonpartnership.com/skills-and-talent/
Demographic Challenges & Economic Implications

The Looming Enrollment Cliff
All forecasted data below comes from the Higher Education Demand Index (Giraw, 2016).

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

<table>
<thead>
<tr>
<th>Experience Level</th>
<th># of Job Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 2 years</td>
<td>9,136</td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>6,266</td>
</tr>
<tr>
<td>6 to 8 years</td>
<td>29,527</td>
</tr>
<tr>
<td>9+ years</td>
<td>6,398</td>
</tr>
</tbody>
</table>

Only 15% of job ads request 0-2 years of experience.

### Examples of Apprenticeship Partnership Models

- **Provide on-the-job-training**
- **Sponsor of program**
- **Multiple Businesses**
- **Industry Association**
- **Workforce System**
- **K-12 Education**
- **Community College**
- **University Specialized Degree Coursework**

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https://www.dol.gov/apprenticeship/toolkit/models-build.htm
International Students in the US Higher Education Institutions: Diversity Tech Talent Pipeline

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

Immigration Policy and the Global Competition for AI Talent

Enrollment Trends
International Student Data from the 2021 OpenDoors® Report

AIEA: Leaders in International Higher Education
11,000 of undergrad & grad students

Flagship doctoral research university

RANKED #6 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 #5 AMONG PUBLIC UNIVERSITIES IN PRODUCING RHODES SCHOLARS

AIEA: Leaders in International Higher Education
<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Website (Indeed, Glassdoor, etc.)</td>
<td>25%</td>
</tr>
<tr>
<td>Connection Through My Academic Department</td>
<td>15%</td>
</tr>
<tr>
<td>Company's Website</td>
<td>15%</td>
</tr>
<tr>
<td>Handshake (UM's Job Locator)</td>
<td>5%</td>
</tr>
<tr>
<td>Friend or Family Member Was Employed There</td>
<td>5%</td>
</tr>
<tr>
<td>UM's Office of Experiential Learning and Career Success or Social Media</td>
<td>0%</td>
</tr>
<tr>
<td>I Was Approved for OPT But I Did Not Record Employment in the United States</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
</tr>
</tbody>
</table>
Campus-to-Career Initiative
Barriers to Employment for International Students
Partnering to Create Campus Based Opportunities
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?