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Association of International
Education Administrators
ANNUAL CONFERENCE

How to address labor market relevance and
career preparedness for international
students in three different countries: USA,
Canada and Germany

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Introduction and welcome

- ***Warm up*** – questions to the audience: 1. Where do you define your position in the process at *your* institution? 2. Please describe your experiences, targets and expectations to the *session this afternoon*?
- ***What has to be discussed today?***
 - ***Case one:*** University of Alberta – address career orientation as it affects many aspects of the experience of international students at UofA – new Master programs in the pipeline.
 - ***Case two:*** Ohio University – collecting various experiences and start the process right now.
 - ***Case three:*** German Research Universities (Ulm, Freiburg) & Universities of Applied Sciences (UAS 7) are working within a vibrant network of industrial academic relationship with labor market alignments. But there is more to come.



How to Achieve Career Relevance and Work-place Preparedness for International Students



Case one: Canada

Overview: Relevance of career orientation for international students

- Challenges for international students with co-op and internship programs
- Reversed education abroad – how to prepare students for careers in home country: the UofA – Peking University Program
- Course-based Master's programs
- Moving towards a comprehensive approach



Relevance of Career Orientation for International Students



- Career improvements among 3 main factors for decision making on study abroad:
 - Higher quality of university abroad (54.2%)
 - Career improvements (53.8%)
 - Chance to live abroad (51.5%)

[British Council students Decision Making Survey 2010]

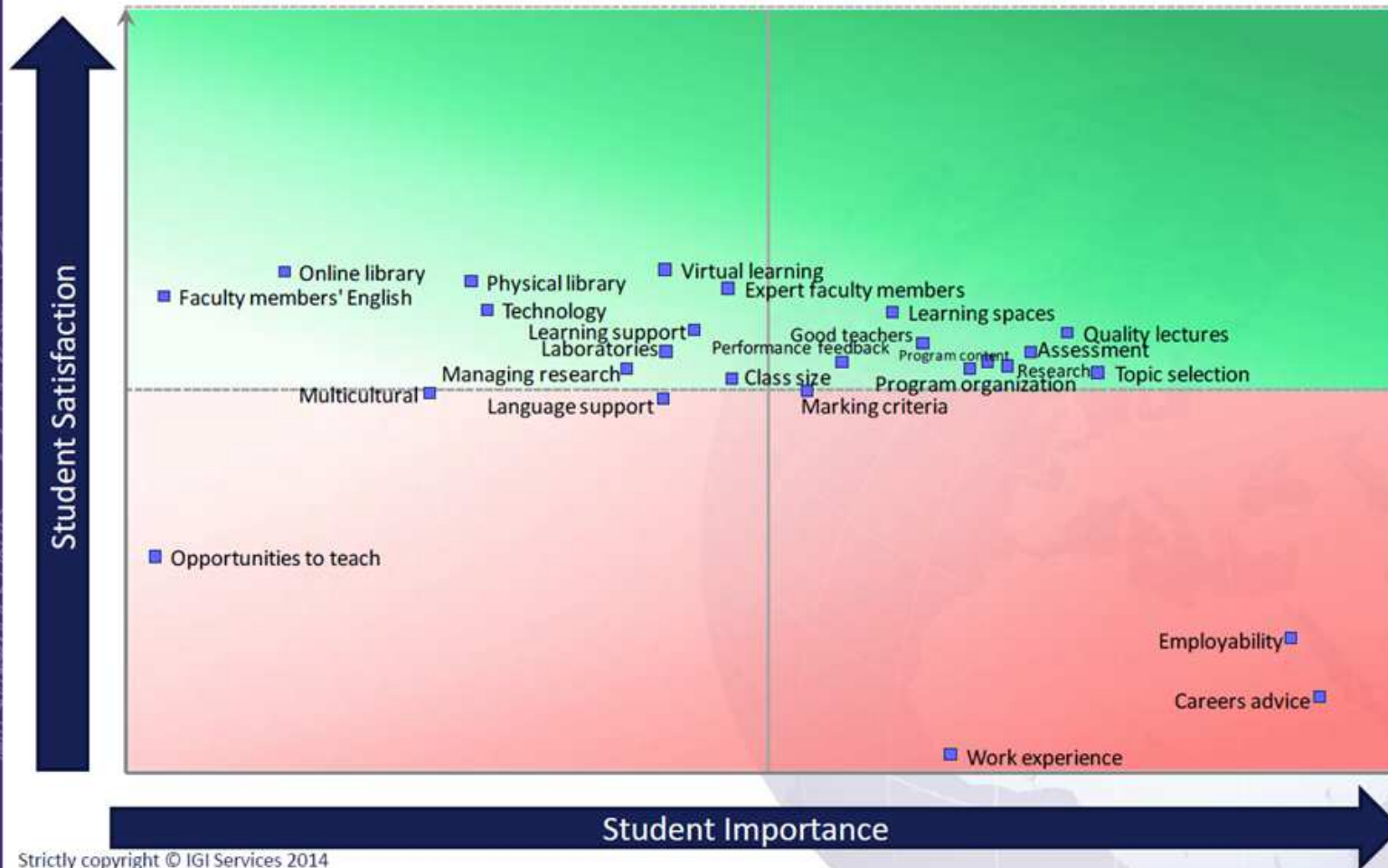


Relevance of Career Orientation for International Students



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i-graduate
INTERNATIONAL INSIGHT
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Co-op and Internship Programs



High



Low

1. Lack of work experience, volunteer work & extracurricular activities
2. Canadian Business Culture / Etiquette
3. Cultural Biases
4. Managing Expectations
5. Driver's License
6. Relocation
7. Language

➤ Need for multi-faceted structured support



Reverse Education Abroad

Peking U - UAlberta



PEKING
UNIVERSITY



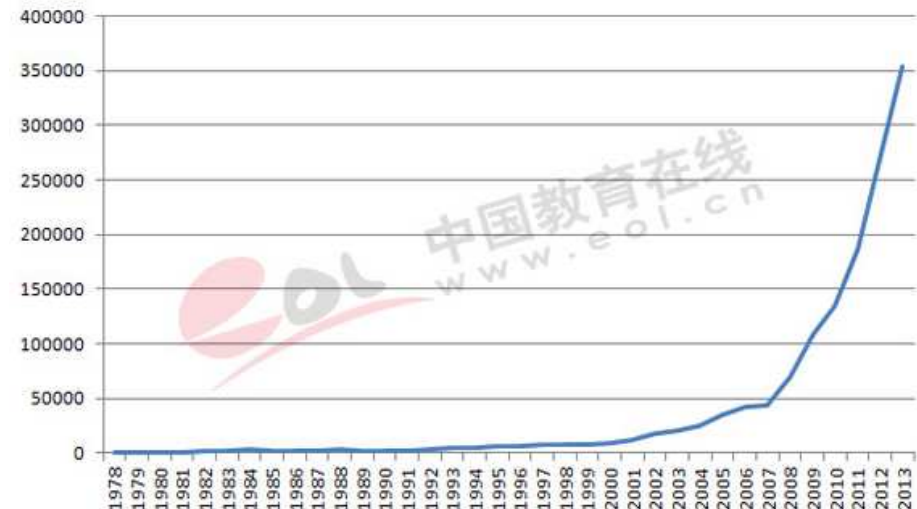
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- In 2013 there was a 3.58% increase in students who went overseas, compared to a 29.5% increase in students who returned home.

Chinese Students Studying Overseas



Chinese Students Returning



➤ Need for preparation for careers in China

Source: EOL (Education Online). 2014. A 2014 report on the trends of Chinese students' overseas education (2014年出国留学趋势报告) <http://www.eol.cn/html/lx/2014baogao/content.html#01>

Reverse Education Abroad

Peking U - UAlberta



PEKING
UNIVERSITY



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ALBERTA

3 Week Summer Program



2014 Summer Program: 14 Students
2015 Summer Program: 19 Students

- Prestige value of Peking U for CV
- Lectures on China's economy, labor market, entrepreneurship in China, etc.
- Hands on experience in innovative sectors of China's industry
- Network-building within the group



Program Success Factors

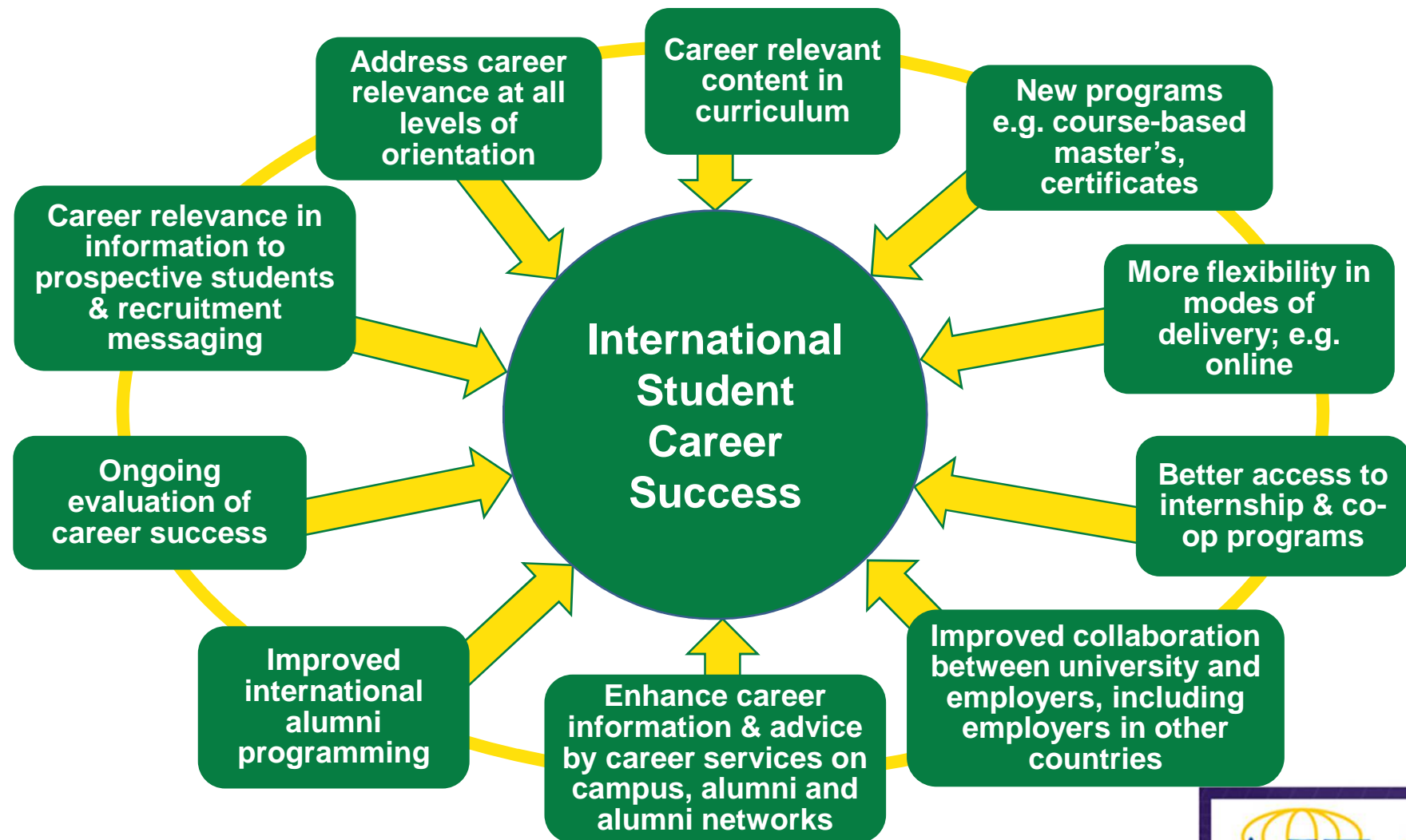
- > Limited length of study:
1 – 1.5 years
- > Specialized, applied and innovative content: provide evidence of career relevance and success in (global) labor market
- > New forms of delivery, blended delivery, online, on site
- > Tailored bridging support
- > Effectively managed admissions process
- > Integrated internships/work experience/volunteering
- > Tuition cost and scholarships: find the right balance
- > Program specific alumni networks

Innovative Practices at UAlberta

- Master's of Arts in Communication and Technology (MACT)—online
- Master's of Financial Management in Shenzhen, China—delivered in China and partly in Chinese
- In planning — Master's of Electrical and Computer Engineering (Power Systems Stream) in Peru: blended delivery between Alberta and Peru
- In planning — LLM in 'Law for the Extractive Sector, Oil and Gas' for students from abroad only.



Moving towards a Comprehensive Approach to Career Orientation for International Students



International Students as Agents of Change

- Push for Career Orientation comes from international and domestic students
- Need to better understand factors that lead to success in careers
- Career orientation \neq short term labor market focus



Case two: USA

STEM vs
Humanities and
Social Sciences

Immigration
Restrictions

Politics and
Public Opinion

Tension for Global
Talent (brain drain,
brain circulation)

Many services around career
development in the U.S. are
limited to tips for job search
or interviews

Lack experience and
information on job trends,
opportunities, and markets
in the USA and
internationally

Global Strategy at OHIO



Strategic Investment Areas

Recruiting and Supporting
International Students and
Alumni

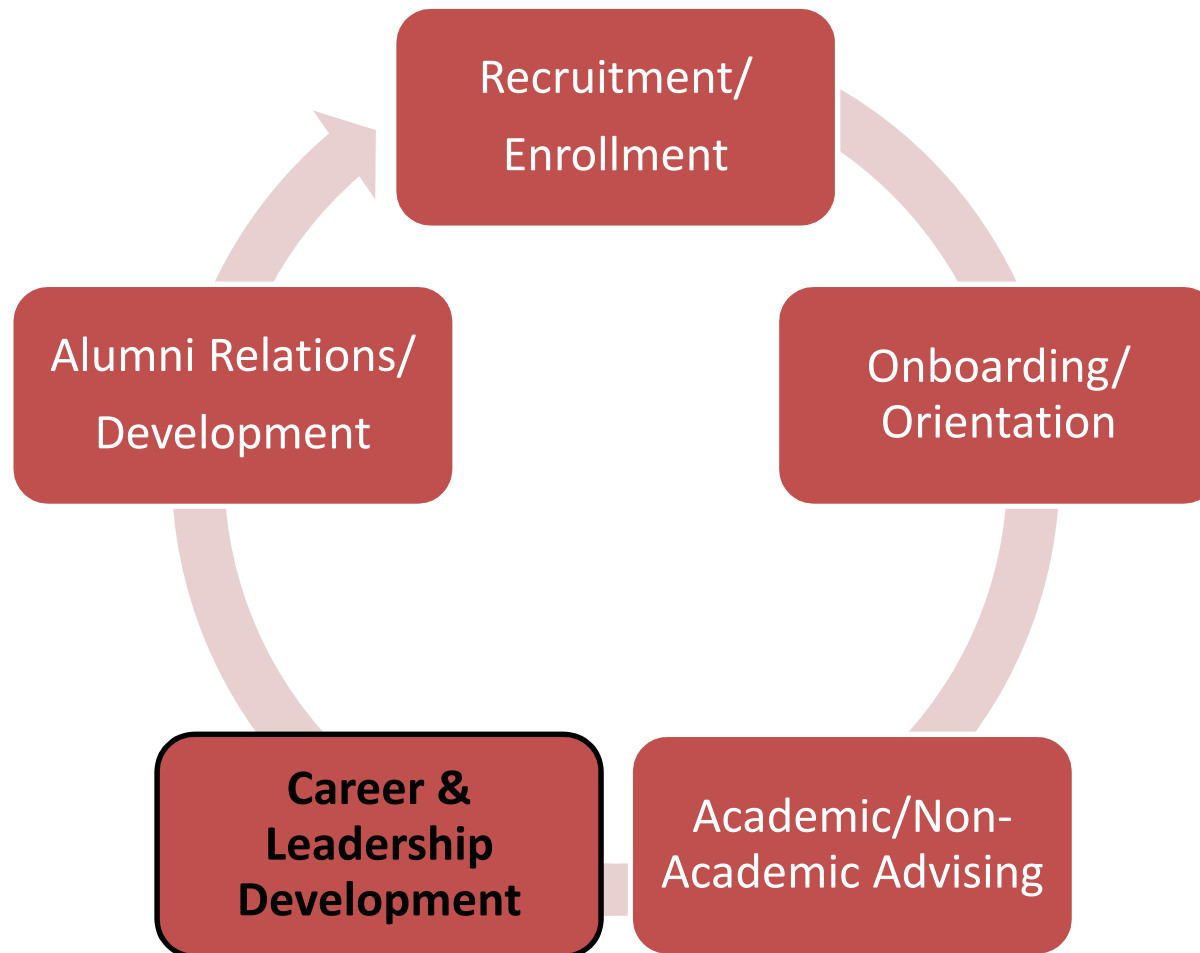
Achieving Excellence in Global
Academic Mission

Operational Support Systems



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Strategic Approach





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Future Directions

Capacity Building

Engage career and leadership development staff

Understand the labor market opportunities
domestic and abroad

Diversity and Leadership Development Certificate





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Future Directions

Make Connections with



Alumni (domestic
and international)



Public-Private
Partnerships



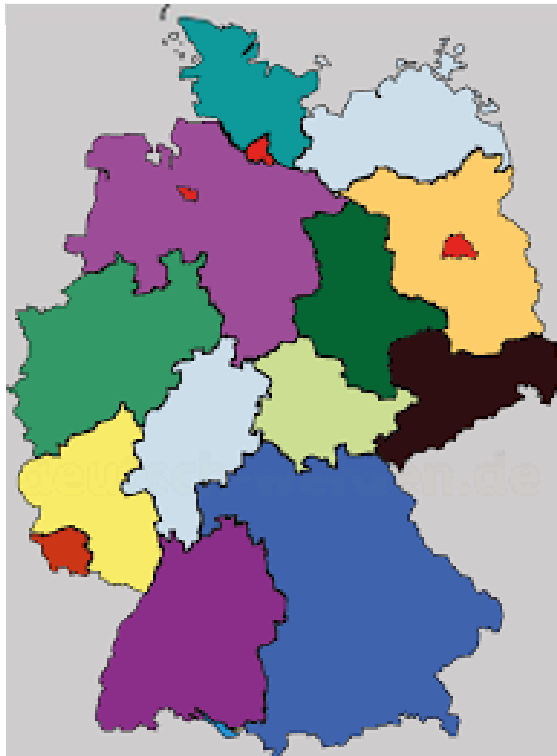
Case three: Germany



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UAS7
GERMAN UNIVERSITIES OF
APPLIED SCIENCES



Frame

- Strong **backing** for higher education, research and innovation in Germany
- No **tuition** – see *Washington Post*, February 20, 2016: “Americans can study in Germany for free, in English. An increasing number are doing it”
- Facing a “new” & “re-designed” **Excellence Initiative** 2018
- **Mature partnership** and links of fundamental research, applied science with labor market (industry and service economy) demands
- But – overall too little improvements in regard to **speedy implementation** of industry’s needs and students expectations into the curriculum – it seems to be a question of “time to market”



Facts

Ongoing **differentiation** in higher education with regard to the individual types of the universities and their international strategies

- Smaller research universities with focused programs, faculties and clusters (like Ulm) develop a **mentorship in BA/MA-programs** along defined research areas; industry is invited to collaborate
- Comprehensive larger research universities (like Freiburg) implement the **entrepreneurial spirit and design specific academic** courses for international students (Liberal Arts College)
- Universities of Applied Sciences (UAS7) guarantee e.g. that their academic staff build the bridge into practice; **internships** attract national and international students



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UAS7
GERMAN UNIVERSITIES OF
APPLIED SCIENCES



UAS7 is a strategic alliance of seven leading German Universities of Applied Sciences committed to excellence in teaching, research and university-industry cooperation

- founded in New York in 2005



Hochschule für
Wirtschaft und Recht Berlin
Berlin School of Economics and Law



HOCHSCHULE BREMEN
UNIVERSITY OF APPLIED SCIENCES



Fachhochschule Köln
Cologne University of Applied Sciences



Hochschule für Angewandte
Wissenschaften Hamburg
Hamburg University of Applied Sciences



HOCHSCHULE
FÜR ANGEWANDTE
WISSENSCHAFTEN
MÜNCHEN



Fachhochschule
Münster University of
Applied Sciences



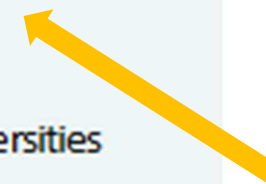
Hochschule Osnabrück
University of Applied Sciences





German Universities of Applied Sciences excel in industry-academia relations because ...

- business and industry take part in curriculum development
- company employees serve as part-time lecturers
- companies are consulted by professors
- companies outsource development and research to universities of applied sciences
- companies hire past interns as future employees
- representatives from business and industry and politics are members of advisory boards



Navigate the
industrial
requirements



UAS7
GERMAN UNIVERSITIES OF
APPLIED SCIENCES

Berlin • Bremen • Cologne • Hamburg • Munich • Muenster • Osnabrueck

ALLIANCE FOR EXCELLENCE



German Universities of Applied Sciences ...

- have emerged since the early 1970s (from engineering, business and social work colleges)
- account for one third of Germany's higher education system and for two thirds of all graduates in engineering in Germany
- are known for low student-faculty ratios and hands-on teaching
- graduates tend to achieve better transitions into the labor market and earn higher salaries than graduates of traditional universities (in comparable fields)



Fast lane for
graduates



German Universities of Applied Sciences excel in industry-academia relations because ...

- students obligatory internships are included as regular features in all degree programs
- students work in teams on industry projects
- students' theses are often developed out of business/industry placements
- students may combine study and vocational training (coop programs)
- students may combine study and various internships within the same company in order to get more practical experience

Early connection
raise later job
opportunities



German Universities of Applied Sciences excel in industry-academia relations because ...

- professors are required to have both an academic/research record and practical professional experience (5 years) in their field
- professors are strongly encouraged to conduct applied research with companies (professors maintain their industry/business networks from previous phases of their careers)
- professors have the right to work besides their job as a professor for one day per week directly with the industry
- professors are enabled to spend every few years a whole semester in industry without teaching obligations



Keep academic staff
linked up with industry
and service economy

1. Study paths BA / MA

Essentials of the scientific based courses are the imparation of labour market relevant competences.

The **instruments** are e.g.:

- Transdisciplinary research
- Practically relevant seminar structure
- Lecturer and speaker from the private sector (industry and service economy, not for profit organization)
- ASQ = Additive Skill Qualifications: management, social skills, business portfolio development
- Strong interaction of Ulm University with regional industry



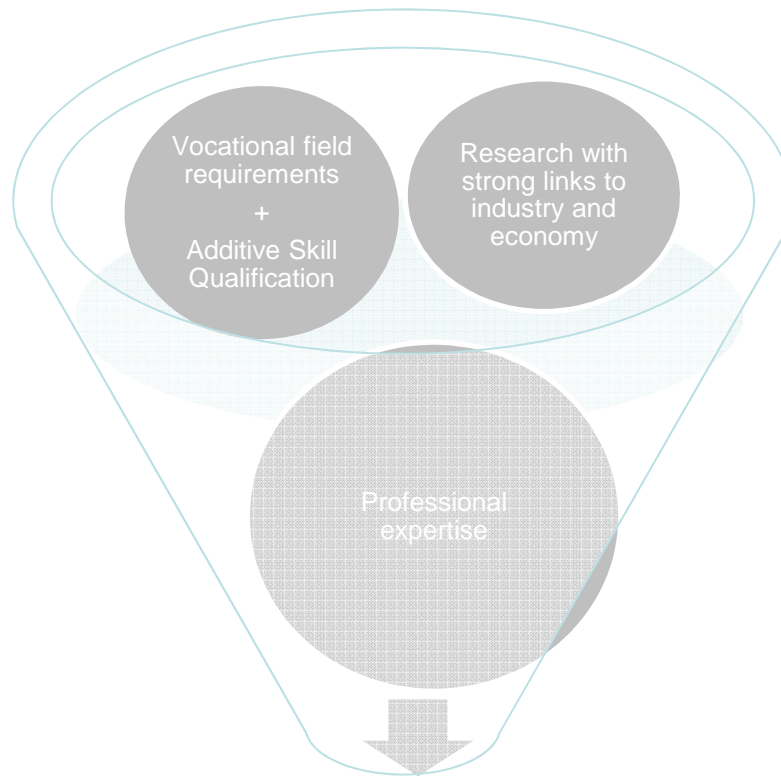
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2. Further training / continuous education (MA)

Combination of an academic and vocational education to get new knowledge as fast as possible to the „bench“



1. Study paths BA / MA



BA/ MA

= primarily scientific focused and augmented with labour market requirements

2. Further training / continuous education (MA)



MA

= highly focused on professional labour market expectations which get a backing by current scientific knowledge

Ulm's message: „Science meets professional practice & vice versa“

The **four-year Bachelor's Degree in Liberal Arts and Sciences** is the University of Freiburg's first interdisciplinary, English-taught undergraduate program and the **first of its kind in Germany**. It is hosted by the University College Freiburg and started in October 2012 with a pioneer group of 78 students.

Reaching across academic fields, the LAS Bachelor is complementary to the University's existing disciplinary Bachelor programs. Regardless of students' choices, LAS is characterized by **three key features**:

1. Generation, Dissemination and Application of Knowledge
2. Language and Culture
3. Responsibility and Leadership





All students are **intensively trained in general academic skills** (researching and presenting study material, effective writing, numerical literacy etc.).

In order to **put these skills into context** and to exemplify the necessity and complexity of interdisciplinary **thought and action**, the first year of the program focusses on contemporary societal challenges (such as Global Inequality, Public Health, Environmental Issues).

In the higher semesters of the Core Program, the students' coursework is continuously **complemented by instruction in the theory of science, knowledge and research**.

Finally, students follow a curriculum in responsibility and **leadership and have the opportunity to engage in extracurricular activities**.





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Conclusion

Germany's experience underline:

1. Establish **regional networks with industry and service economy** on a regular basis and fill the curriculum's pipelines with their authentic needs.
2. Enable **academic staff to understand the labor market expectations** and foster them to get hands on insights by working regularly in industry and economy.
3. Asking national and international student cohorts (surveys) to **reflect their needs**.
4. Qualify students along their disciplines with **additional skills** (management, social competences, intercultural experience e.g.)



Thank You Very Much!



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