



**2016**

**Association of International  
Education Administrators  
ANNUAL CONFERENCE**

**Transitioning from  
International Student to  
Immigrant:  
The role of institutions in  
supporting this transition**

Timothy Owen, WES

John Wood, University at Buffalo SUNY

Janine Knight-Grofe, CBIE

Sonja Knutson, Memorial University

# Overview

- *Timothy Owen: The Canadian landscape, and policies affecting student-immigrant transitions*
- *John Wood: Transitioning from International Student to Immigrant: The Role of Institutions, A U.S. Perspective*
- *Janine Knight-Grofe: International Student Transitions at Canadian Post-Secondary Institutions: Findings from Recent Research*
- *Sonja Knutson: Working with Provinces and Municipalities to Attract and Retain International Students: The Case of Newfoundland and Labrador*



# Understanding and Supporting Student-Immigrant Transitions

- Federal and provincial governments are developing International Education strategies with goals to increase the number of students enrolling:
  - International students provide revenue both for institutions, and for host communities
  - International students are seen as desirable potential immigrants with the necessary attributes to support future labour market growth (e.g. young, official language ability, social networks, labour market experience)
- In pursuing these strategies, it is important to develop a shared understanding about the success indicators of transition, and what supports/services and measurement tools need to be in place to maximize and measure success



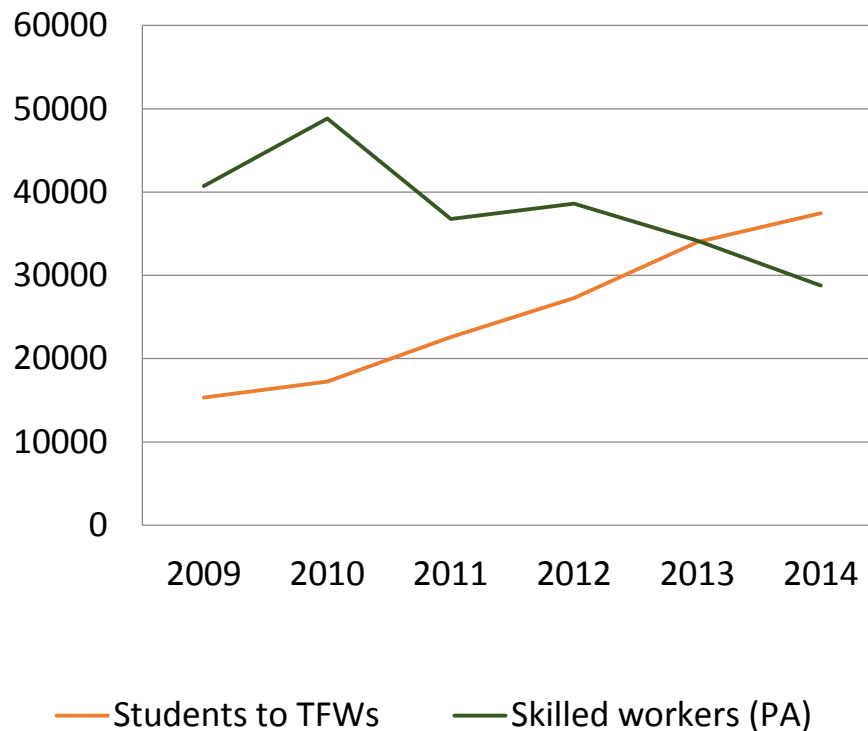
# Canada

- Federal government plans to increase international student enrolment 450,000 by 2022
- In 2014, there were over 336,000 international students, 72% of which were in two provinces (ON, BC)
- International students make up over 10% of the post secondary student population
- CBIE 2015 survey of 4000 students showed:
  - 80% are in post secondary studies, 60% at a university level, more than a third in non-degree or diploma granting studies (career colleges, language schools, preparatory programs)
  - 50% are from three countries (China, India, and Korea)
  - 20% are studying Engineering, 18% Social Sciences and Humanities, 17% Business, 13% Natural Sciences
  - 61% intend to work after graduation, 51% to apply for permanent residency
  - 32% applied to a school in another country





# Skilled Workers and International Students



- Canada has been pursuing a strategy of two step immigration
- The number of international students has increased by 65% from 2009-2014
- The number of international students transitioning to post graduation work has increased by 145%
- The number of principal applicants in the skilled worker class has *decreased* by 30%
- Since 1990, 270,000 people (19%) who had obtained a study permit have become permanent residents

# Emerging issues

- A 2015 report by HEQCO found:
  - Services for international students in Ontario are concentrated in the first year of study
  - Need for more social programs to enhance interaction between domestic and international students (few international students have Canadian friends)
  - 71% of staff unaware of students' intention to pursue permanent residence,
  - Few universities provide direct support for transition into labour market and PR status
  - Institutional and government policies regarding international students are not clearly aligned
- Requirement that only certified immigration consultants can provide immigration advice has impacted student advisors
- Pathways to permanent residence are increasing, but can be complex to navigate, and are often non-linear
- Intentions to stay evolve during the course of studies
- Express Entry process for selecting immigrants has created some uncertainty regarding student-immigrant transitions



# Emerging issues

- International students who transition to permanent status have better initial labour market success, but this diminishes over time, dependent on field of study
- Work experience is a key factor in long term economic success, but many students find work (pre and post graduation) in unrelated occupations
- Early provision of settlement services leads to better long term success, but international students are not eligible for federally funded services
- Anecdotal evidence suggest high number of international students at college level have post secondary degrees (and work experience) from their home country, but don't always get academic credit for it
- Social (and work) networks are key to finding appropriate work, but most international students say they have no Canadian friends



# What are some success factors for the student-immigrant transition?

- Intention, and success of students transitioning
- Ease and speed of transition to permanent status
  - Government policies often hinder direct transition
  - Temporary worker status is step within transition
- Graduation rates and academic performance
- Employment during studies and post graduation
  - Is employment related to area of study?
  - Income level
  - Long term employment
  - Comparison to domestic graduates
  - Fields of study and employment related to anticipated labour market demand
- Effective social and cultural adaptation





# Role of Institutions

- Recruitment
  - The prospect of staying on to work after graduation is increasing as a motivating factor (more so for younger applicants) in choosing where to study
- Admissions
  - Many international students have post secondary degrees, but may not apply for transfer credit, increasing the time and cost
- International Student Offices:
  - Do service needs of international students differ for those intending to stay vs. those intending to return ?
  - Do needs differ from those of immigrant students?
  - Specialized services for those intending to transition
- Using alumni services/networks to follow up with graduates who are on post graduate work permits
- Building relations with community organizations



# Recent Canadian Efforts to Improve Transition

- Provincially supported projects with community agencies in Canada that provide settlement support to international students who indicate intention to immigrate
- Some universities are providing workplace experience programs and practicums for international students
- Research project of WES, CBIE, and Pathways to Prosperity (university-community collaboration funded by SSHRC):
  - Identifying success indicators
  - Environmental scan of data sources
  - Development of longitudinal study to track sample group



# Some Suggestions

- Increase staff capacity to identify and support students interested in transition
- Clarify options for transition pathways
- Clarify for staff if/how institutional policies/practices regarding international students align to those of government(s)
- Increase programs that facilitate workplace experience
- Build community linkages:
  - Settlement agencies and international student offices have complementary expertise and common interests in ensuring the needs of students transitioning to immigration are met



# Transitioning from International Student to Immigrant: The Role of Institutions A U.S. Perspective

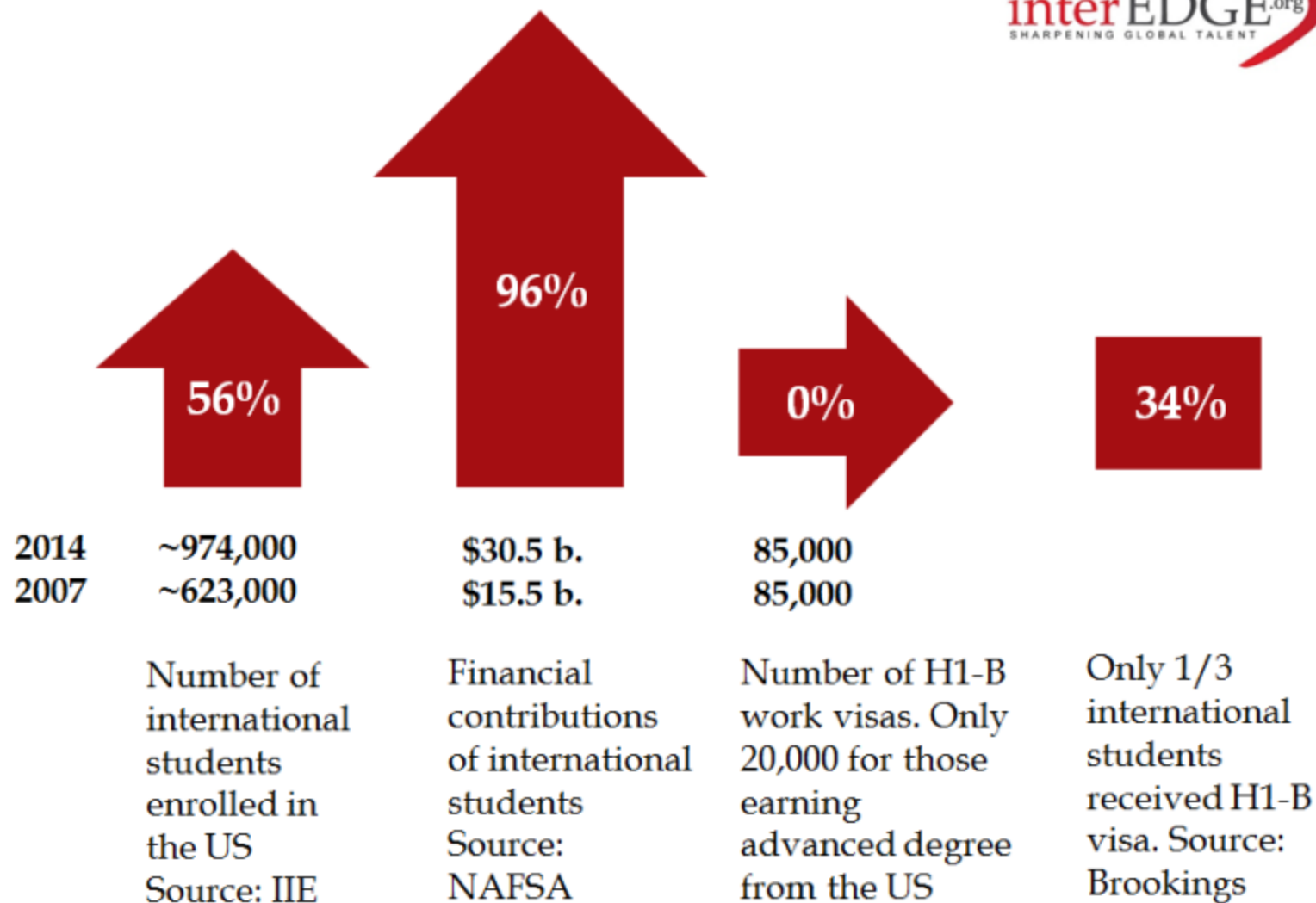
John J. Wood

University at Buffalo

The State University of New York

February 23, 2016





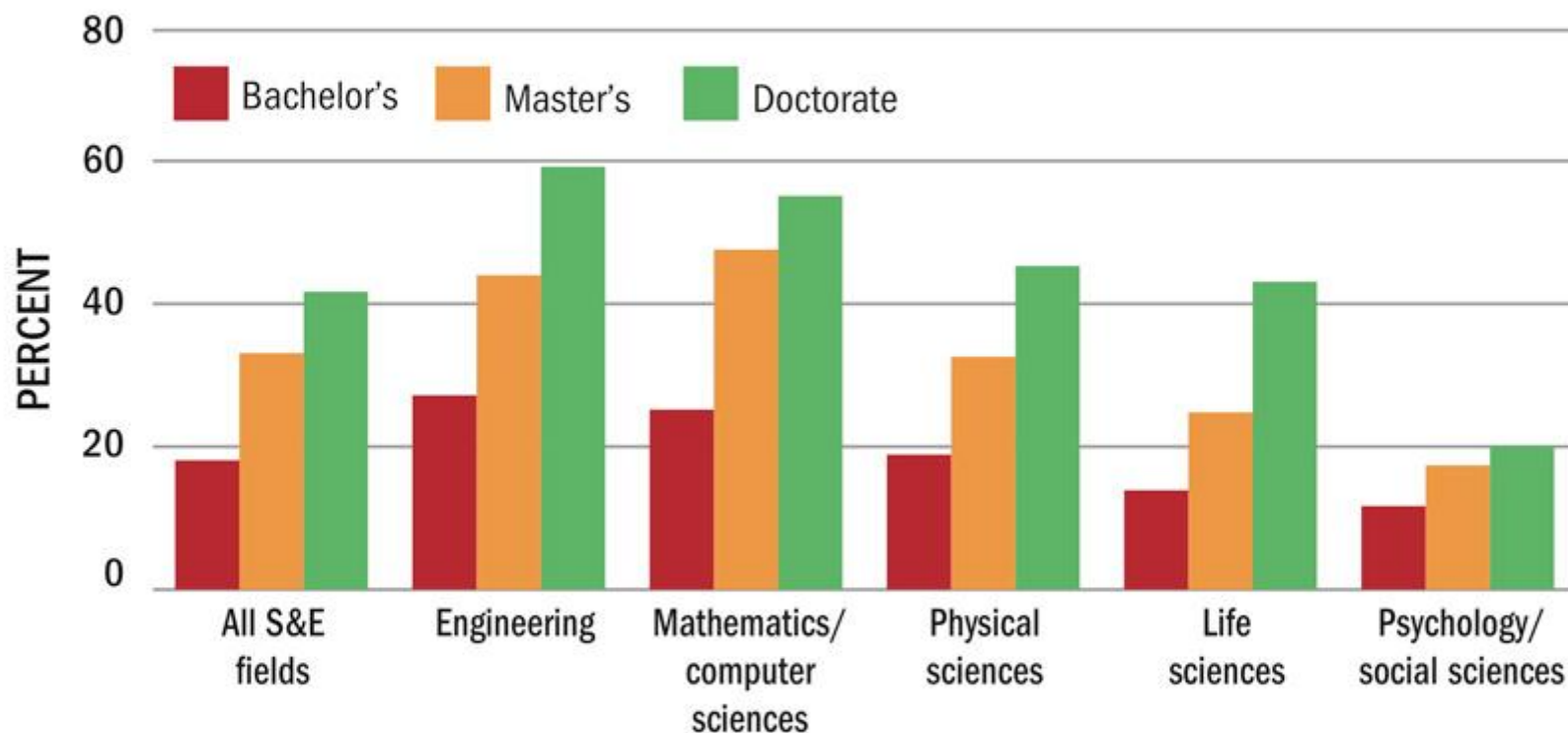


# U.S. HEIs: Magnets for Global Talent

- Attract best/brightest international students for both UG and graduate programs, particularly in STEM
- Prepare top international talent for careers in academia, research, and business
- U.S HEIs critically depend on intl. students to sustain research and drive innovation
- **HOWEVER**, student visas disallow immigrant intent; there's no shortcut to immigrant status
- Provide temporary/backdoor access to labor market via OPT, and thus a shot at work visas (H-1Bs)



## Foreign-born graduates whose highest degree is in S&E, by level and field of degree: 2010



SEI 2014: Immigration and the S&E Workforce, Chapter 3.



# Optional Practical Training (OPT)

- Benefit of F-1 Student Visa Status (a non-immigrant visa category)—a major route to H-1B work visa
- Post-completion work experience relevant to field
- HEI remains responsible for immigration status
- 1/3 of all F-1 students participate in OPT; 45% on OPT do so in same host community as HEI
- 12 to 29 months' duration, depending on field
- 120,287 international students on OPT in fall 2014—up from 105,997 in fall 2013, a 13.5% increase (Open Doors 2015)



# OPT Issues and Concerns

- STEM student participation in OPT (largely graduate):
  - 15.2% with U.S. bachelor's degrees
  - 62.6% with U.S. master's degrees
  - 22.2% with U.S. doctorate degrees
- Abuse of OPT by for-profit, unaccredited schools
- No minimum wage for OPT; workers exploited
- STEM extension (2008) being challenged in federal court
- Once student on OPT gets H-1B, it can take more than 10 additional years to get permanent residency
- Huge backlog for Indian and Chinese nationals seeking green cards (data from the Brookings Institution)



# Work Visas (H-1B)

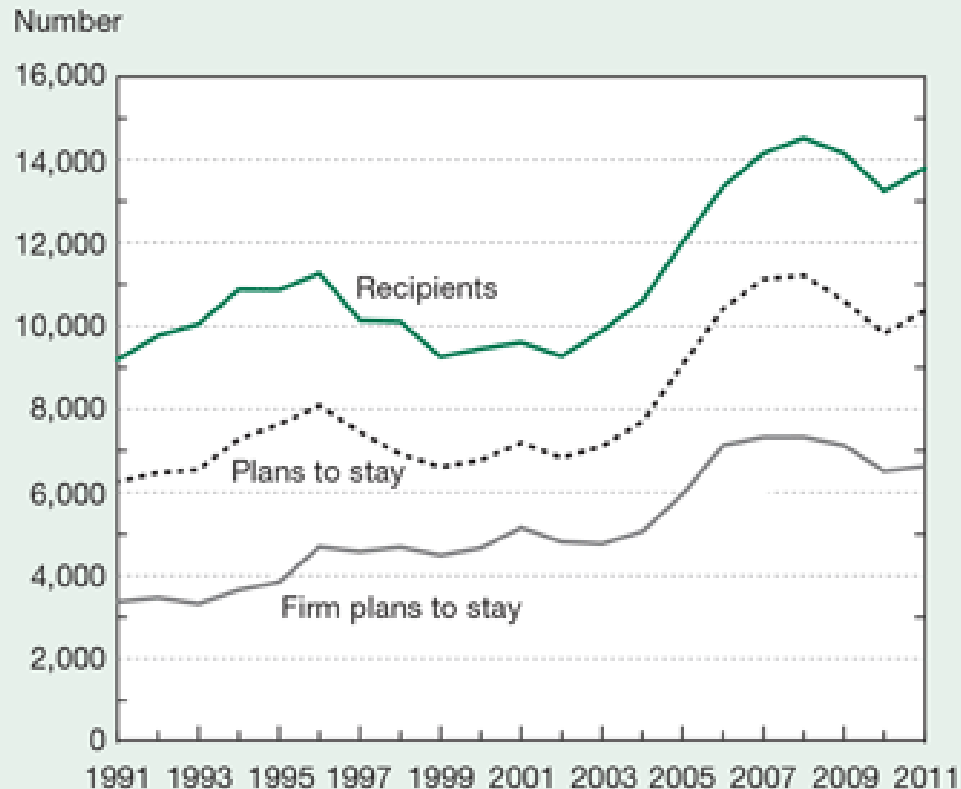
- H-1B is a non-immigrant visa but allows dual-intent, and a potential pathway to immigration
- H-1B cap limits number hired in private sector
- 85,000 visas available for private sector in 2015, of which 20,000 were exclusively for international students
- 220,000 petitions were filed in 2015—hence the H1-B lottery in the private sector
- Graduates with advanced degrees hired by HEIs, non-profits, or affiliated entities are not subject to cap, though sponsorship by employer is still necessary





Figure 3-38

**Plans of foreign recipients of U.S. S&E doctoral degrees at graduation to stay in the United States, by year of doctorate: 1991–2011**



NOTE: Data include doctorate recipients on temporary and permanent visas.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2013) of the Survey of Earned Doctorates (SED) (1991–2011).

*Science and Engineering Indicators 2014*

# Graduates of U.S. HEIs Intend to Stay

- Large percentage of those earning S&E doctorates intend to stay in the U.S. after graduation
- This percentage has risen over time (from 50% in the 1980s to 75% now)
- However, a smaller percentage plans to immigrate to the U.S.
- Many obstacles stand in their way, including long wait times



# University at Buffalo/SUNY

- 5,400 international students + 1,400 on OPT (in top 20 in Open Doors over last 13 years)
- Large number of STEM students; some engineering M.S. programs are 90+ percent international
- Many graduate students access STEM OPT opportunities in NYC, Boston, and West Coast
- Growing demand locally for highly skilled international students
- UB's role in WNY's economic resurgence
- Investment for start-ups involving internationals
- UB's lead in NYS initiatives like *Start-up New York*



## Top Metro Area Destinations for F-1 Students (2008-2012)

1	New York-Newark-Edison, NY-NJ-PA	101,586	8.80%
2	Los Angeles-Long Beach-Santa Ana, CA	68,271	5.90%
3	Boston-Cambridge-Quincy, MA-NH	53,486	4.60%
4	San Francisco-Oakland-Fremont, CA	37,610	3.30%
5	Washington-Arlington-Alexandria, DC-VA-MD-WV	35,459	3.10%
6	Chicago-Naperville-Joliet, IL-IN-WI	35,204	3.10%
7	Dallas-Fort Worth-Arlington, TX	25,353	2.20%
8	Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	24,346	2.10%
9	San Jose-Sunnyvale-Santa Clara, CA	19,015	1.60%
10	Miami-Fort Lauderdale-Pompano Beach, FL	18,617	1.60%
11	Atlanta-Sandy Springs-Marietta, GA	16,699	1.40%
12	Houston-Sugar Land-Baytown, TX	14,785	1.30%
13	San Diego-Carlsbad-San Marcos, CA	14,004	1.20%
14	Buffalo-Niagara Falls, NY	13,660	1.20%
15	Pittsburgh, PA	13,326	1.20%

Source: The Brookings Institution



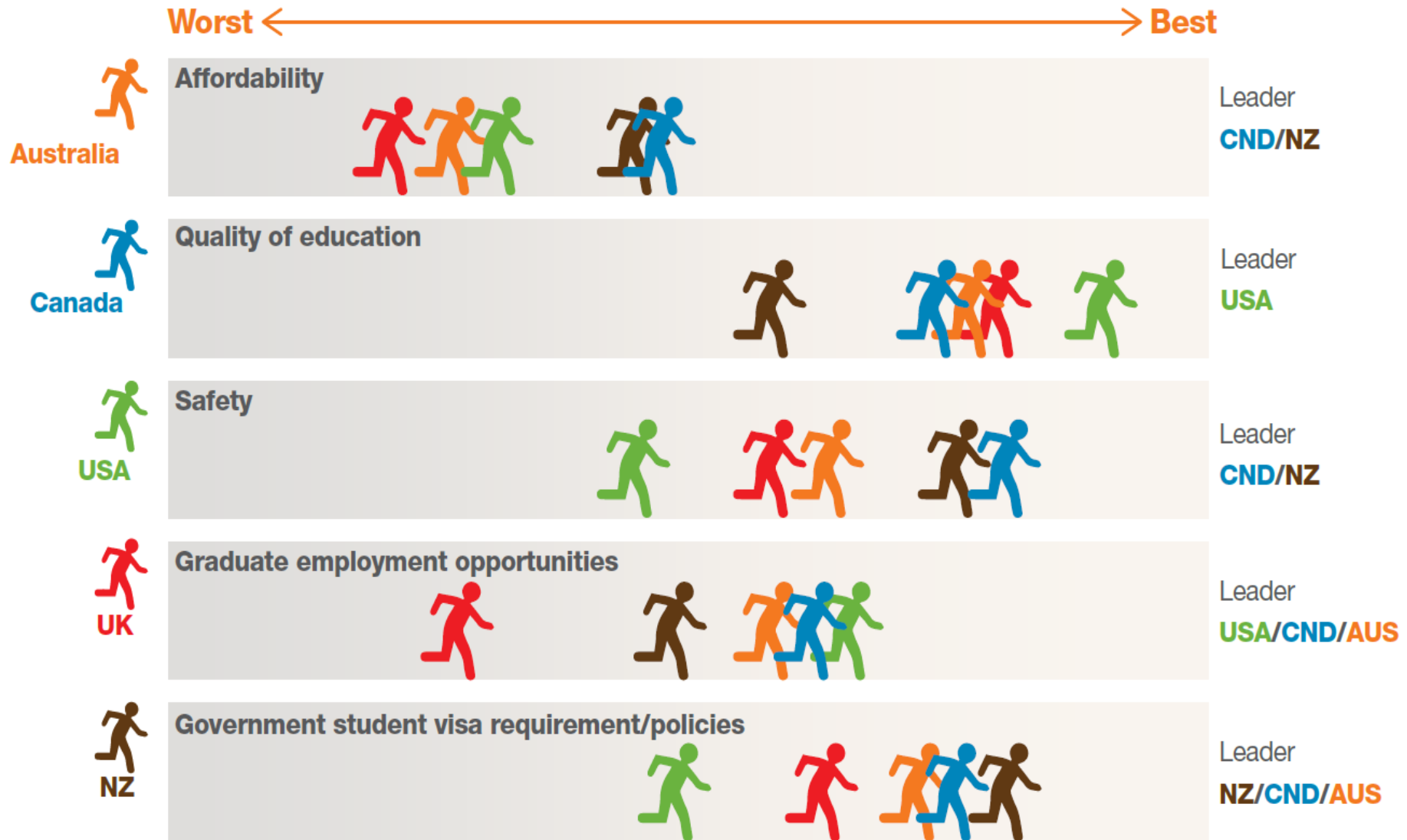
# U.S. Position in Jeopardy

- Declining market share of international students
- Dramatic increase in quality/competitiveness of institutions elsewhere, particularly Asia and Europe
- Overly complex and counterproductive post-9/11 immigration “system” in U.S.
- Recent disinvestment in U.S. public higher education
- Lack of coordinated national/state strategies to attract global talent
- Unwelcoming environment; anti-foreigner rhetoric



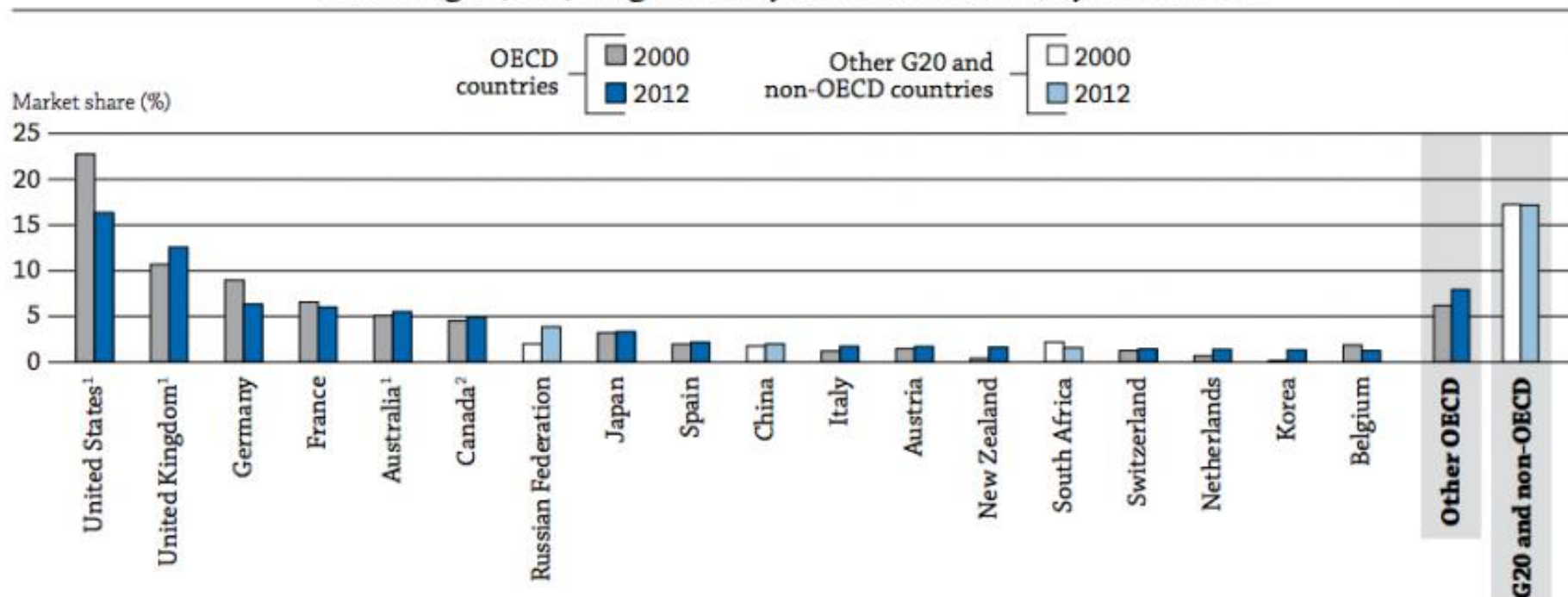


# Student Perceptions of Five English Speaking Destinations



# Market Share of International Students

**Chart C4.3. Trends in international education market shares (2000, 2012)**  
*Percentage of all foreign tertiary students enrolled, by destination*

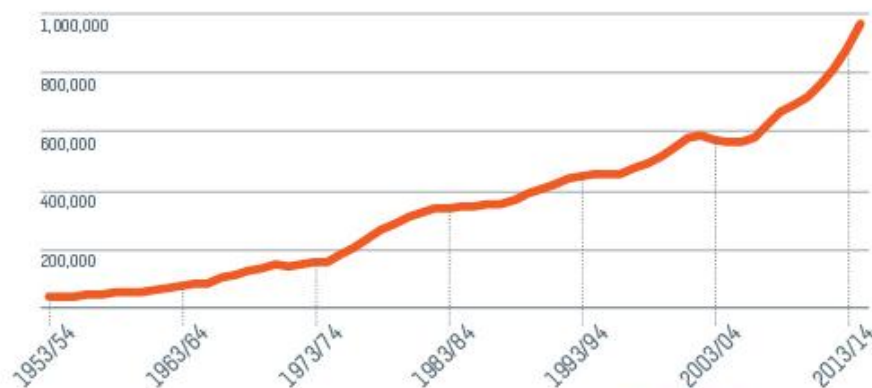


# The Current Picture: Open Doors 2015

- All-time high in fall 2014 of 974,926 international students—a 10 percent increase over the previous year
- International students constitute less than 5 percent of total enrollment in U.S. higher education
- 44 percent of international students in the U.S. are in STEM fields—many of these are in graduate programs
- Although international students contributed \$31 billion to the U.S. economy last year, the U.S. is much less reliant on them for revenue than is Australia or the U.K.
- Access for international students continues to be limited in many public university systems, e.g. California

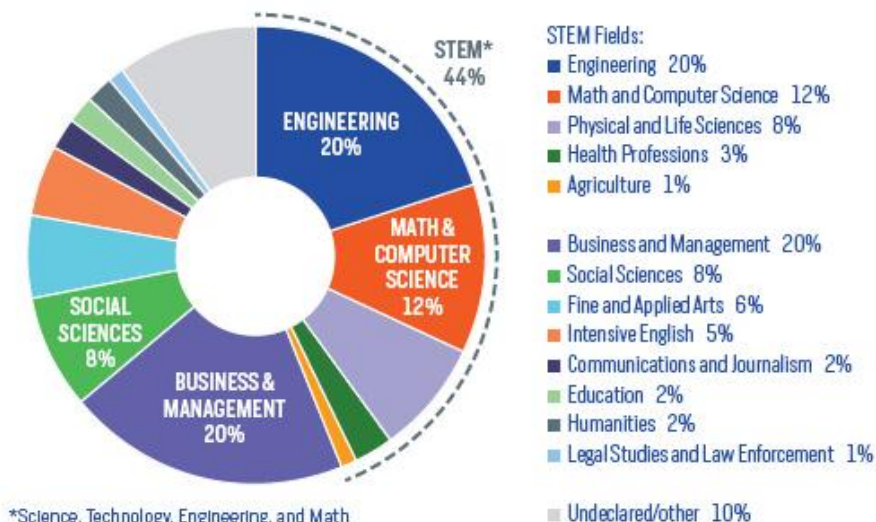


## INTERNATIONAL STUDENTS IN THE U.S. 1953/54 – 2014/15



In 2014/15 international students **increased 10%** over the prior year, the highest rate of growth since 1978/79.

## FIELDS OF STUDY OF INTERNATIONAL STUDENTS



# Open Doors 2015

Data from IIE



# U.S. Posture toward Immigrants

- U.S. has succeeded in attracting talent despite its longstanding schizophrenia about immigrants
- The immigration system seen as an obstacle and nuisance, but the opportunities beyond have outweighed the disadvantages
- “Probationary” approach to controlling access by foreign talent has more negatives than positives
- The capacity to increase flows of talented immigrants is constrained by approach to other categories of immigrants and illegal immigrants





# Broken Immigration System

- Foreign talent typically part of employment-based immigration stream that is self-limiting
- Non-immigrant categories convert to immigrant status after much time and many hurdles are passed
- Up to 90% of foreigners receiving immigrant visas for employment are already in U.S., often via HEI's
- Employers tend to sponsor employees for immigrant visas as a reward for good service
- Is this “system” a good tool for attracting talent?



# Some Recommendations

- The U.S. must designate higher education as a critical national asset and export
- Immigration reform must include a rational policy to support the recruitment of global talent for areas of critical need—with simplified, quicker pathways to work visas and permanent residency
- Both OPT and H-1B programs need to be reformed
- National strategic goals should be established for international student enrollments, particularly in STEM fields



# International Student Transitions at Canadian Post-Secondary Institutions: Findings from Recent Research

Janine Knight-Grofe  
Research Manager  
Canadian Bureau for International Education



# Canadian Institutions: Changing Landscape

- Temporary students
- Returning home
- Potential long-term workers
- Preferred immigrants



# Transitions at Canadian Post-Secondary Institutions

- Successful transitions are beneficial to institutions
  - Recruitment
  - Student satisfaction



# Facilitating Transitions: The Institutional Response

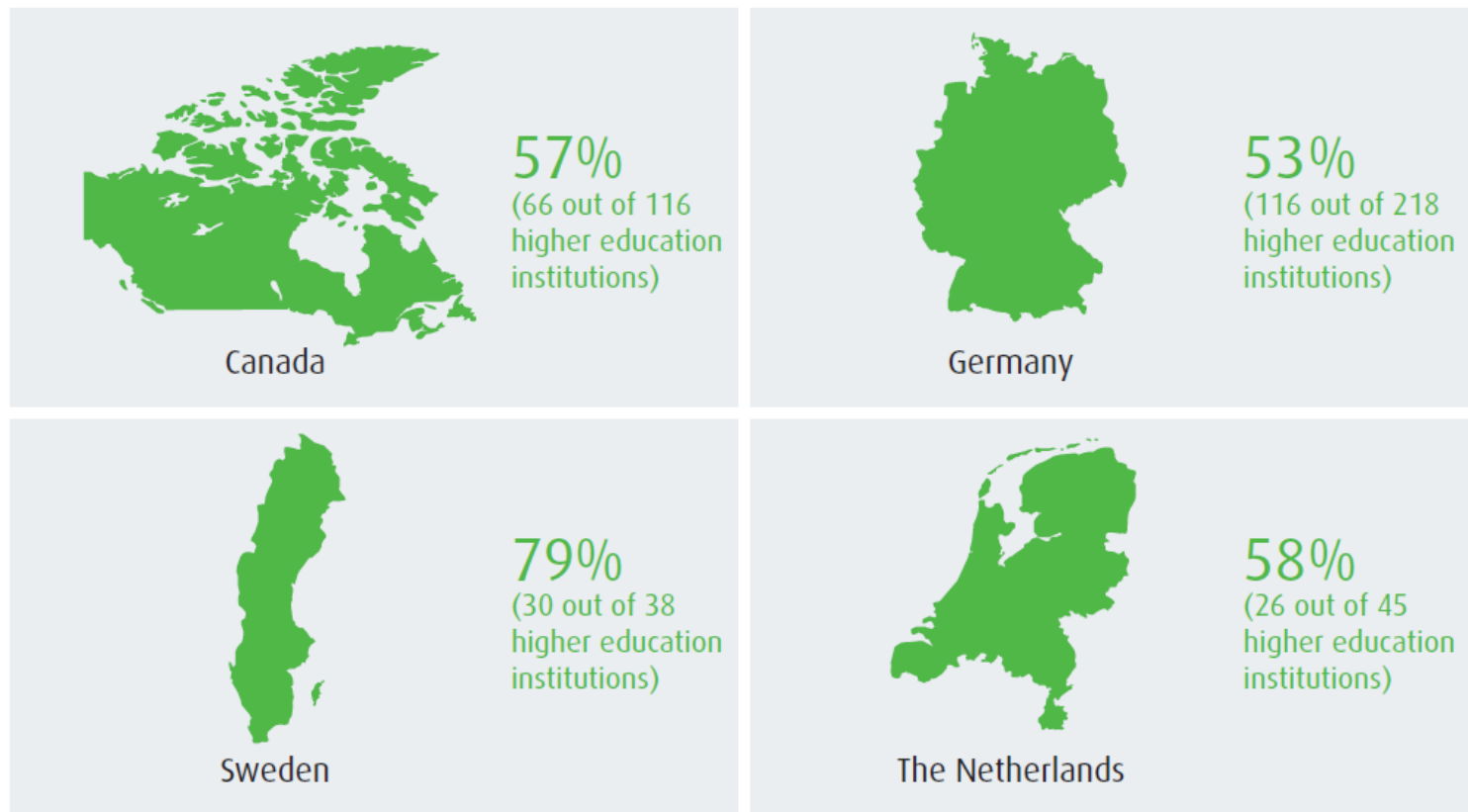
“In order to find host country employment, international students need their higher education institutions as well as local businesses, public service providers and other local actors to facilitate the often challenging transitions from study to work.”

*(Train and Retain: Career Support for International Students in Canada, Germany, the Netherlands and Sweden, pg. 21)*





# Train and Retain: Career Support for International Students in Canada, Germany, the Netherlands and Sweden



Source: International survey 'Train and Retain' 2015

# Facilitating Transitions: What Canadian Institutions are Doing

## FINDINGS

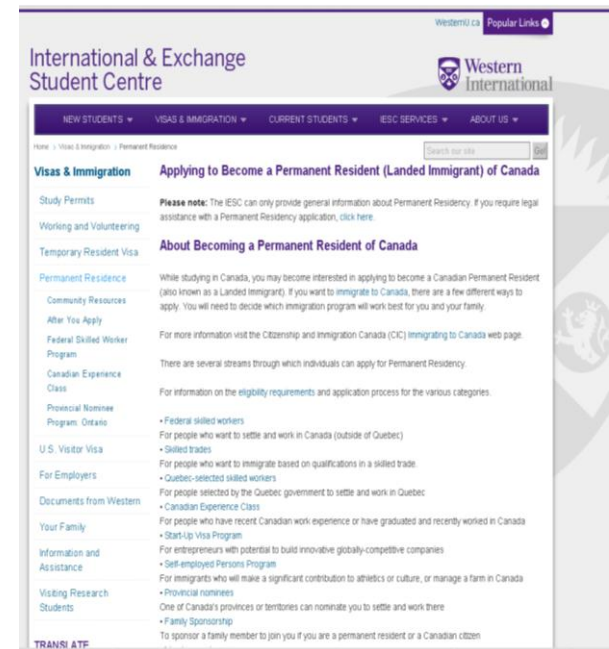
- *Early career support strongest in Canada and the Netherlands*



Source: SVR Research Unit/Deniz Keskin

# Facilitating Transitions: What Canadian Institutions are Doing

- Job application training, networking events and other job entry support
- 58% provide additional support, including career counselling, internship placement and other support services specifically designed to meet their needs
- At 40% of university and colleges, large businesses actively hire international students
- Small businesses also actively recruit international students



# Facilitating Transitions: What Canadian Institutions are Doing

## Recruiting

- Including information about immigration policies in their promotional material

## Providing expertise

- Ensuring staff are able to provide immigration advice (RCIC, RISIA)

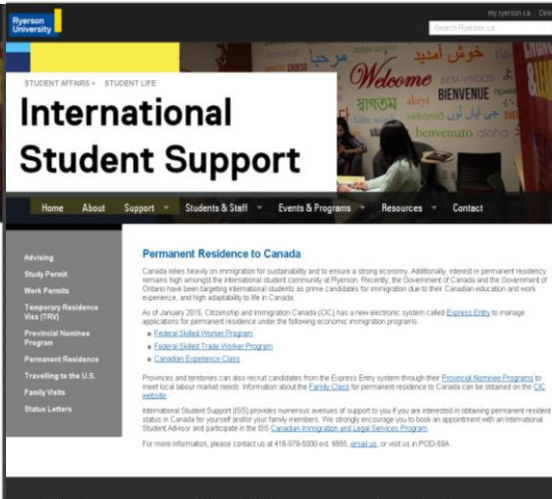
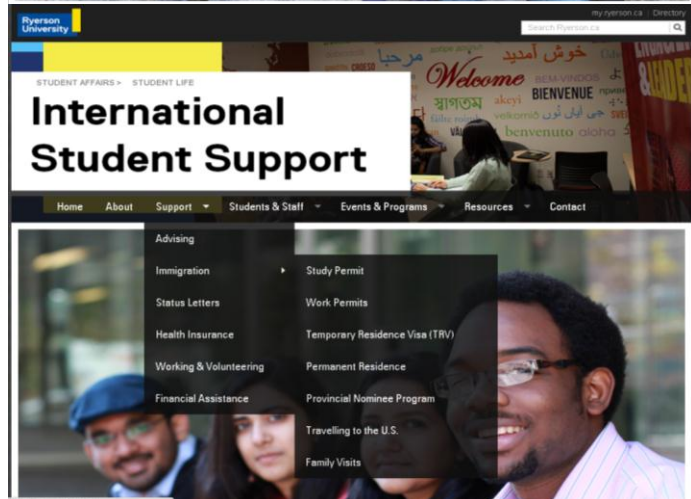


# Ryerson University

## Transitions Services

Support for  
Employers

Support for  
Students





# Ryerson University

**World of Opportunities:**  
Job Search in Canada & Overseas  
Career workshops

Are you nervous about your job hunt

- In Canada or overseas?
- during summer or after you graduate?

Join us in learning more about:

- Workplace cultural adjustment Canada & other countries
- Articulate your skills for resume and interviews
- Networking and building professional connections to aid your job search

Job search:

Canada	Overseas
February 24 (Tuesday) 11am-1pm - POD250	March 12 (Thursday) 11am-1pm

RSVP at [issrsvp@ryerson.ca](mailto:issrsvp@ryerson.ca)



**Ryerson University** International Student Support  
Student Life

## Career Workshops Series 1

Looking for a job to gain skills & Canadian work experience but not sure where to look? Wondering who you can talk to on campus to give you the best advice?

**Nov 24, 2015** 3-5pm | POD250  
RSVP: <http://bit.ly/1JRBPS1>

Join us in learning more about:

- Gaining the culture of a typical Canadian workplace
- Understanding the kind of "Canadian experience" employers look for when hiring
- Appreciating the importance of networking in career planning and job search
- Discovering opportunities to build skills and gain valuable experience right here at Ryerson.

**LET'S TALK GRADUATION**

**FREE LUNCH**

LEARN HOW TO SUCCESSFULLY PREPARE YOURSELF FOR LIFE AFTER GRADUATION

**MONDAY, MARCH 23 RD**  
**12.00 TO 1.30PM**

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ALL STUDENTS WELCOME! INTERNATIONAL AND INTS NEW TO CANADA ESPECIALLY WELCOME!

REGISTER AT [EVENTSBRITE](http://EVENTSBRITE)  
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## Career Planning Workshop Series for International Students

### From Home to Canada: How to Land a Career!

Looking for a job to gain skills & Canadian work experience but not sure what is out there? Wondering who to talk to on campus to give you the best advice? If you are a 1st year international student who wants to gain work experience in Canada, this workshop will help you learn more about:

- The next steps to prepare yourself for the Canadian job market;
- Opportunities to build skills and gain valuable experience right here at Ryerson;
- Gain contacts with career centre professionals

Get started with your own career planning & be successful in your job search!



**Join us Tues. November 11th, 2014**  
**11am - 1pm in POD250 & Free Lunch!**



Please RSVP by Nov. 7th at [issrsvp@ryerson.ca](mailto:issrsvp@ryerson.ca)



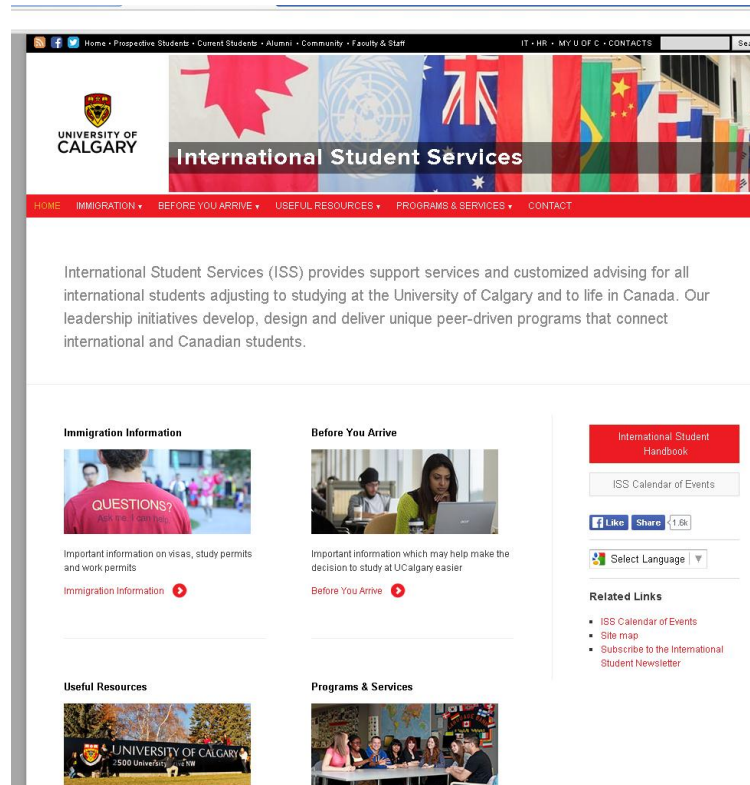
Career Compass: [Career Planning for International Students](#)



# The University of Calgary

Internationalization is a key strategic priority for the University of Calgary because we have **an obligation to serve the needs of our community...**

Our city...demands graduates, **both domestic and international**, who have a global orientation, are competitive in a global marketplace, and who can adapt to diverse cultural, economic, and governmental environments.



The recruitment of international students is increasingly recognized as an important element in a broader strategy for attracting highly qualified people to our country.

# The University of Calgary

- Recruitment strategy: **analyze** student services available to international students and **enhance support services**
- Transition support becoming increasingly integral to student advising



# The University of Calgary

## Permanent Residency Support

- April to December, 2014:
  - 9 PR sessions , 91 students.
  - 150 students requested individual PR appointments.
- “Pathways to PR” seminar



### Information for Graduating Students

Congratulations for reaching this life landmark! This page is intended to provide you with information on applying for your Post-Graduation Work Permit so that you can remain working in Canada upon completing your degree, as well as what campus resources are still available to you.



Expand All | Collapse All

1. What is a Post Graduation Work Permit?

open

2. When Can I Apply For A Post Graduation Work Permit?

open

Definitions
Study Permits
Temporary Resident Visa
Working in Canada as a Student
Information for Graduating Students
Information for English Language Program Students
Information for Family

#### Drop-in Advising (no appointment required):

Monday to Friday  
9:00 a.m. to 12:00 p.m.  
and from 1:00 to 4:00 p.m.

\*You must bring your ucalgary student id with you



### Immigration

International Student Services (ISS) has a Regulated Canadian Immigration Consultant (RCIC) who is available to help guide you through your immigration application processes. Our RCIC offers drop-in advising hours Monday to Friday from 9:00 a.m. – 12:00 noon, and again from 1:00 p.m. – 4:00 p.m. To use this service, you must bring along your UCalgary student ID, passport and any Canadian Immigration documents you may have.



Definitions for Immigration Purposes

Study Permits

Temporary Resident Visa

Working in Canada as a student

#### Programs and Services

##### Drop-in Advising (no appointment required):

Monday to Friday  
9:00 a.m. to 12:00 p.m.  
and from 1:00 to 4:00 p.m.

\*You must bring your ucalgary student id with you

##### Contact information:

Brianne (Bree) Hume, RCIC  
International Student Specialist,  
Immigration  
international.advising@ucalgary.ca



# Recommendations from Recent Research

- Reassess Job Entry Support for International Students
  - Address major obstacles to host country employment
  - Foster interaction with domestic students and employers
  - Strategic use of digital technologies



# Working with Provinces and Municipalities to Attract and Retain International Students: The Case of Newfoundland and Labrador



Sonja Knutson

Director, Internationalization Office  
Memorial University of Newfoundland



# International students: Context

- Highly mobile population with high level education and English language skills.
- At graduation, IS have a Cdn degree and generally have Cdn work experience.
- Communities in smaller regions not particularly successful in retaining international students to Permanent Residency – less than 5% in Atlantic Canada (Van Huystee, 2011) – lower in NL

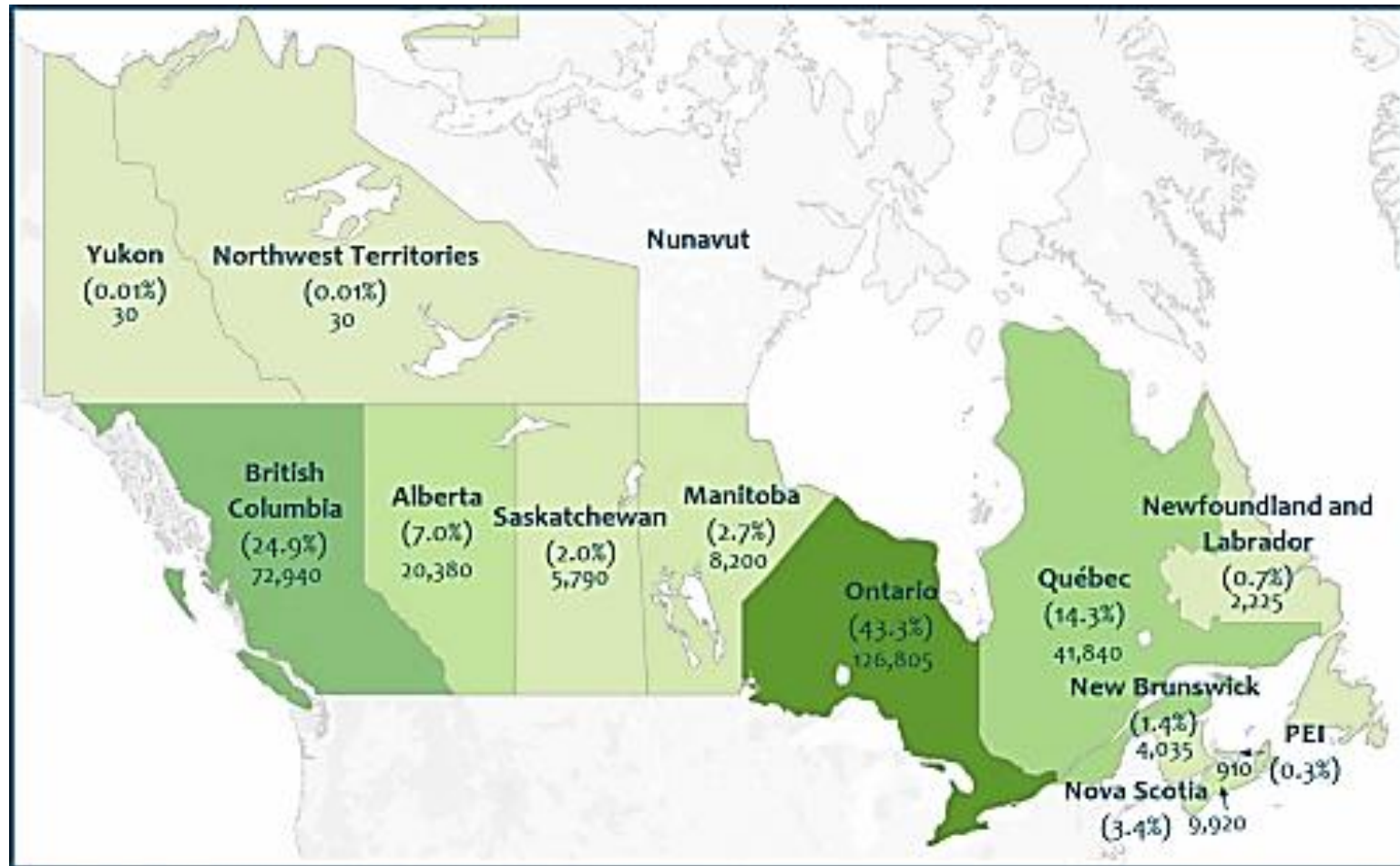
[www.cic.gc.ca/english/pdf/research-stats/foreign-students.pdf](http://www.cic.gc.ca/english/pdf/research-stats/foreign-students.pdf)

- Memorial University has about 2000 IS – and high expectations from gov't to retain post-grads.





# Distribution of international students



CBIE, Number and percent of international students in Canada, by region (2013)

# Memorial University and its “special obligation” to the province

Does internationalization matter?

- Population Growth and immigration strategy
- Preparing domestic students for globalized careers
- Research collaborations
- Value of diverse perspectives in homogeneous communities



# What the province is doing:



- Charge to new Minister (AES) to develop new immigration strategy:  
[www.exec.gov.nl.ca/exec/cabinet/ministers/pdf/Minister\\_Byrne\\_Mandate.pdf](http://www.exec.gov.nl.ca/exec/cabinet/ministers/pdf/Minister_Byrne_Mandate.pdf)
- Office of Immigration and Multiculturalism staff placement on-campus four days/week
- Provincial nominee program – International Graduate Category [www.nlpnp.ca/student.html](http://www.nlpnp.ca/student.html)
- Provincial Health coverage for IS upon arrival
- International education/trade mission funding



# What the City of St. John's is doing:

- City pop. is 105K and Memorial student pop. is 17K.
- 30% of Memorial students from out-of-province.
- Promotion of city as an immigration destination:  
[www.stjohns.ca/living-st-johns/newcomers/immigration](http://www.stjohns.ca/living-st-johns/newcomers/immigration)
- Focus on students in Local Immigration Partnership (LIP):
  - Education and Training;
  - Health and Basic Needs;
  - **Immigrant Employment and Labour Needs;**
  - Welcoming Communities and Social Connections





# Int'l offices: Connecting the dots

- Mentor Program designed to develop intercultural skills in domestic students
- Spouse/Family program – social events and ESL classes
- Outreach to K-12 system to meet curriculum obj. re: diversity.
- Entrepreneurship training for international graduate students
- Education & trade missions in collaboration with provincial government and local industry
- Support for new researchers
- Meetings, meetings, meetings



# Thank you! Questions

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Sonja Knutson, [sknutson@mun.ca](mailto:sknutson@mun.ca)

