

Overcoming Barriers: Creating Student Access to International Learning

Fay Alikhani, UBC
James Leeder, UBC



SUMMER CONFERENCE 2019

Evolving Narratives: Internationalization, Interculturalization, and Indigenization

JUNE 23–26, 2019 | WHISTLER, BC



Introductions

We want to acknowledge that we are
on the traditional territory of the
**St'át'imc Tmicw (St'at'imc), Lil'wat, &
Skwxwú7mesh-ulh Temíxw
(Squamish) Nations**



**What brought you to the
session today?**





Agenda

1. What does Go Global do?
2. Access & Inclusion Philosophy
3. Barriers & Opportunities



What is Go Global



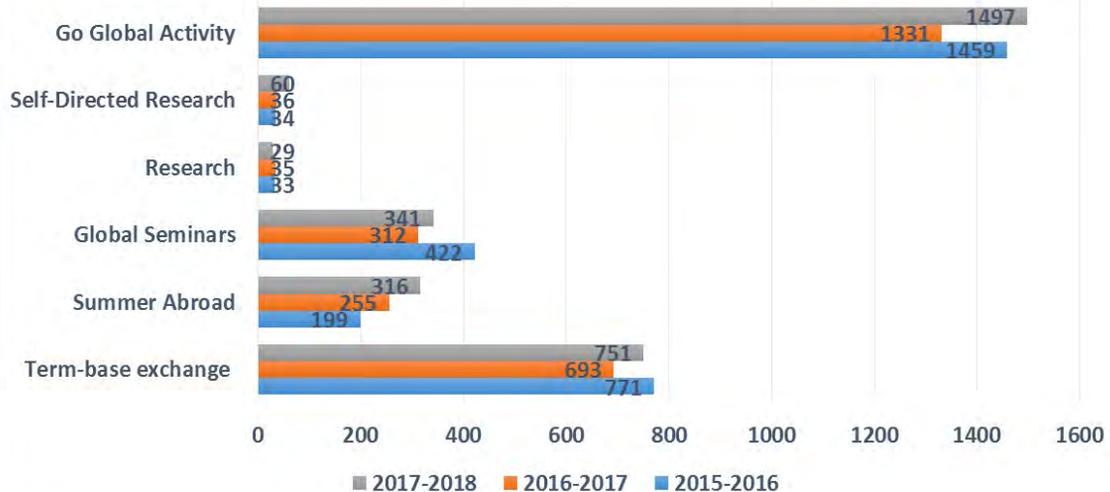
Go Global's Role

- ① Partnership development
- ① Support for institutional and Faculty's international initiatives
- ① Program development and implementation
- ① Students advising and engagement
- ① Preparation and Learning Outcomes – Educator Role

Programs and Scale



Outbound - Global Activity





Access & Inclusion Philosophy

GLOBAL EDUCATION FOSTERS 21ST CENTURY WORKPLACE SKILLS & COMPETENCIES

Figure 2.2

Skills needed in the 21st Century workplace*

- Problem solving/
critical thinking
- Creativity
- Communication
- Collaboration
- Curiosity
- Initiative
- Adaptability
- Leadership
- Social and
cultural
awareness

What Canadian hiring managers are looking for**

- Collaboration/teamwork
- Communication
- Functional knowledge
- Problem-solving
- People skills/relationships
- Customer service skills
- Analytical capabilities

Skills enhanced by international education

- Interpersonal
and intercultural
relationships
- Problem-solving
- Communication
- Planning and
organization
- Resilience
- Adaptability
- Creativity
- Teamwork

*Source: World Economic Forum, "New Vision for Education: Fostering Social and Emotional Learning Through Technology" (March 2016)

**Source: Business Council of Canada, "Developing Canada's Future Workforce: A Survey of Large Private-Sector Employers" (March 2016)

Source: European Commission, "Erasmus Impact Study: Effects of Mobility on the Skills and Employability of Students and the Internationalization of Higher Education Institutions" (Sept. 2014)

“Rather than seeing global education as an indulgence for the affluent few, we need to recognize that it offers essential skills to all our young people — especially those from less-advantaged backgrounds”

2019, Centre for International Policy Studies (CIPS), University of Ottawa,
and the Munk School of Global Affairs, University of Toronto





shaping UBC's next century

our vision

Inspiring people, ideas and actions for a better world



our goals

1

Lead globally in research excellence, discovery, scholarship and creative endeavours

2

Inspire and enable students through excellence in transformative teaching, mentoring, advising and the student experience

3

Partner with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships

4

Build a diverse culture that integrates our themes of innovation, collaboration and inclusion, and infuses them through all our activities

5

Lead globally and locally in sustainability, wellbeing and safety across our campuses and communities

6

Significantly expand student access, alumni networks and institutional partnerships to reinforce global and local connections

7

Lead as a first-choice place to learn and work

8

Define and leverage the distinctive and complementary strengths of our campuses and learning sites

9

Achieve agility in academic support and administration through thoughtful systemic change and simplification

10

Lead as a model public institution, fostering discourse, knowledge exchange and engagement

Join us on this journey. Visit strategicplan.ubc.ca



Barriers to Participation

BARRIERS TO STUDENTS PARTICIPATING IN EDUCATION ABROAD

Figure 3.4

Cost	Curriculum	Culture	Circumstance
<ul style="list-style-type: none"> ■ Direct cost of participation: tuition, travel, accommodations, and lost wages from employment in home country ■ Insufficient financial aid/scholarships to participate 	<ul style="list-style-type: none"> ■ Heavy course workloads, inflexible programs at home institutions, and lack of integration of education ■ Onerous credit transfer processes ■ Few for-credit opportunities and lack of official recognition for participation ■ Insufficient course offerings or faculty specialists at host institutions 	<ul style="list-style-type: none"> ■ Lack of faculty commitment for education abroad ■ Lack of awareness of education-abroad opportunities and benefits ■ Discomfort with unfamiliar locales, cultures and languages ■ Inadequate support services for participating and returning students 	<ul style="list-style-type: none"> ■ Employment or other opportunities ■ Family obligations and other responsibilities ■ Health or security concerns related to travel



Finances

- ⦿ Awards Program
 - ⦿ Changing Award Requirements
 - ⦿ Development of Equity Award
 - ⦿ Deepen relationship with Development office



Finances – other considerations

- ⦿ Summer Study Abroad opportunities for Intl. Students
 - ⦿ 75% of programs are fee-paying while 25% are through exchange
 - ⦿ 65% of summer abroad students are international
- ⦿ Development of Program fee waiver
- ⦿ Creation of well-funded, short term programs
 - ⦿ Global Innovation Grant Funding



UBC Student Perspective

“It means so much, it was a lovely, beautiful trip and I'm very grateful for it. An exchange always felt financially out of reach as I'm paying my own way through university and need to work during the semesters, so I'm grateful to have had the opportunity to travel with and through my university. I love travelling as well and the opportunity to see a new country, and the way we did with Dr. Murphy's connections, was so amazing.”

***–4th Year UBC Student,
Major Philosophy and Political Science***

Transfer Credit and Degree Progression

Figure 3.4

BARRIERS TO STUDENTS PARTICIPATING IN EDUCATION ABROAD			
Cost	Curriculum	Culture	Circumstance
<ul style="list-style-type: none"> ■ Direct cost of participation: tuition, travel, accommodations, and lost wages from employment in home country ■ Insufficient financial aid/scholarships to participate 	<ul style="list-style-type: none"> ■ Heavy course workloads, inflexible programs at home institutions, and lack of integration of education ■ Onerous credit transfer processes ■ Few for-credit opportunities and lack of official recognition for participation ■ Insufficient course offerings or faculty specialists at host institutions 	<ul style="list-style-type: none"> ■ Lack of faculty commitment for education abroad ■ Lack of awareness of education-abroad opportunities and benefits ■ Discomfort with unfamiliar locales, cultures and languages ■ Inadequate support services for participating and returning students 	<ul style="list-style-type: none"> ■ Employment or other opportunities ■ Family obligations and other responsibilities ■ Health or security concerns related to travel

Source: Conference Board of Canada, drawing on research by the Institute for International Education, Universities Canada, Canadian



Working With Departments

- ① Develop a suite of program opportunities that make sense for a faculty/department
- ① Identify/pre-articulate relevant course work
- ① Map degree for optimal exchange period (ie – CIE)
- ① Offer robust support for faculty led programming (Global Seminars)

- Why Study Political Science? >
- Undergraduate Program (B.A.) >
- Admissions >
- Curriculum Guide ▾
- Degree Requirements >
- Learning Abroad - Go Global >**
- Recommended Exchange: LMU >
in Munich
- Co-op Program >
- Program Information ▾
- Courses >
- Students' Association (PSSA) >
- Field Schools >
- UBC Journal of Political Studies >
- Undergraduate Prizes and Scholarships ▾

Learning Abroad - Go Global

Study Abroad as Part of Your Political Science Degree Program

Supplement your UBC Political Science studies with credit earned on exchange at partner universities around the world.

Imagine studying Middle Eastern politics in Turkey or the south of France, learning about ancient political thought and ideologies in Singapore or Germany, or taking part in Political Science research in Ethiopia.

Why Go Global as part of your Political Science Degree?

Going Global lets you:

- explore your Political Science degree from a different perspective and gain access to courses you would not have access to at UBC
- get an edge in the workforce, as more and more industries value cross-cultural competencies and international experiences
- experience another country as a student and not just a tourist
- become globally aware, grow and develop as a person, and gain cross-cultural understanding

Go Global Exchange: Where to Start

Go Global has partner universities in over 35 countries, and some of our partners offer programs and courses that will complement and enhance your UBC Political Science degree. You can explore all of Go Global's partner institutions by visiting Go Global's [partner pages](#). Once you've completed the research, you can submit an application with your top three university choices.

Topics that are not common in courses here at UBC can be pursued in Political Science courses all around the world in places like the United Kingdom, South Africa, Sweden and many others. Some of these topics include: Ancient Political Theory; Gender Politics and Policy; Development; and African and Middle Eastern Politics.

Political Science Theme	Recommended Universities
African and Middle Eastern Politics	Sciences Po (Menton Campus), FRANCE
	Lunds Universitet, SWEDEN
	University of Copenhagen, DENMARK
	Universite Lumiere Lyon II, FRANCE
	University of Nottingham, UK
Gender, Politics and Policy	Lunds Universitet, SWEDEN
Development	University of Nottingham, UK

Other ways to Go Global include: [Group Study Programs](#) and [International Service Learning](#).

Mapping your exchange to your Political Science Major

Please refer to the following information to help guide you in your selection of partner university and course work:

1. Majors students are required to complete Poli 380. Students are advised to complete this requirement at UBC. If you find a course that appears to be equivalent at the partner university, please submit for pre-articulation prior to completing your course registration abroad.
2. Major students must complete one fourth-year POLI seminar.
3. It is recommended that POLI 240 be completed at UBC prior to your exchange. If students have not completed POLI 240, they may substitute POLI 340 or 349 after their exchange (though they are still required to complete a total of 12 credits at the 100 and 200 levels).
4. Majors must take at least 42 but not more than 60 credits of Political Science. When selecting courses abroad towards this requirement, review the course content to evaluate if it would be considered a Political Science course.
 - a. Is the course offered by the Political Science department abroad?
 - b. If not offered by an equivalent Political Science department, is the course content parallel to a course offered at UBC?
5. At least 30 of a Major's Political Science credits must be from courses numbered 300 or above. To evaluate this, consider the following:
 - a. Does the course have a lower level requirement?
 - b. Is it offered as an upper year course abroad? Keep in mind that degree structures differ. For example, in the UK, 2nd and 3rd year correspond to UBC's 3rd and 4th year. In the rest of Europe, the third and final year of the Bachelor corresponds to UBC's 3rd year while the first year of the MA corresponds to the 4th year of the UBC degree. These are rough parallels but offered here to help you interpret courses abroad.

TIP: Review the Go Global transfer credit database to a list of courses taken abroad that have transferred back as POLI. You will notice both unassigned (POLI 3rd year - 3 credit) or specific credit (ex. POLI 350). Both types can be used to meet your degree requirements.

Financial Assistance

There are a variety of forms of financial assistance for study abroad. Here is a specific example directed to Political Science students.

UBC and University of Warwick International Learning Award

Deadline: To be determined

Value: \$4,000 (2 awards available; one for outbound UBC student, one for inbound Warwick student)

Eligibility: The UBC-University of Warwick International Learning Award offers awards totaling \$8,000 for undergraduate and graduate UBC students specializing in History, Political Science or English who are participating in a Go Global program between



Degree Progression – Other Considerations

- ① Development of credit bearing opportunities during the summer
- ① Working with Faculties to develop niche programs
- ① Development of co-curricular opportunities
 - ① Structured Research
 - ① Conferences



UBC Student Perspective

“This experience doing research abroad pointed out to me a way I want to go. I am sure this is something I want to do now. I think I’m more interested in something in the application side over pure math. The highlight of my trip, academically, was being able to work on big projects. My computer program found something unusual in the final program results and I never expected that to happen.”

– *Ningfei Shen, 2nd year UBC Student*

BARRIERS TO STUDENTS PARTICIPATING IN EDUCATION ABROAD

Figure 3.4

Cost	Curriculum	Culture	Circumstance
<ul style="list-style-type: none"> ■ Direct cost of participation: tuition, travel, accommodations, and lost wages from employment in home country ■ Insufficient financial aid/scholarships to participate 	<ul style="list-style-type: none"> ■ Heavy course workloads, inflexible programs at home institutions, and lack of integration of education ■ Onerous credit transfer processes ■ Few for-credit opportunities and lack of official recognition for participation ■ Insufficient course offerings or faculty specialists at host institutions 	<ul style="list-style-type: none"> ■ Lack of faculty commitment for education abroad ■ Lack of awareness of education-abroad opportunities and benefits ■ Discomfort with unfamiliar locales, cultures and languages ■ Inadequate support services for participating and returning students 	<ul style="list-style-type: none"> ■ Employment or other opportunities ■ Family obligations and other responsibilities ■ Health or security concerns related to travel

Underrepresented Student Populations – Case Study



Indigenous Student Pathway

Indigenous Student participation at UBC

Year	Total students	Aboriginal students	Percentage
2017-18 (Go Global)	1525	24	1.6%
2016-17 (Go Global)	1304	22	1.7%
2017S (Dechinta)	5	3	60%
2018S (Dechinta)	3	2	67%
2016S (Indigenous London)	8	5	63%
2019S (Indigenous London)	17	7	41%



Unique barriers facing Indigenous students

- ⦿ Institutional support
- ⦿ Value of programs
- ⦿ Community connections



Pathways

- ⦿ University of Otago – Tūrangawaewae Pōkai Whenua
 - ⦿ Exchange – 15 credits (Reciprocal)
 - ⦿ Accommodation provided with Indigenous host
 - ⦿ Cultural activities

Funding opportunities

- Reactive
 - Indigenous Studies Summer Program
- Proactive
 - Equity Enhancement Fund



Summary and Recommendations

- ① Identify and offer funding to assist with costs associated with international experiences
- ① Create a wide variety of programming to suit different audiences
- ① Work closely with other units on campus to support student programming
- ① Recognize that international programming is historically high barrier as a foundation to creating accessible pathways



Thank you

Any questions?

You can find us at

- fay.alikhani@ubc.ca
- james.leeder@ubc.ca
- <https://students.ubc.ca/about-student-services/go-global>