Student Mobility: Activity, Impact, Priorities

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Learning Abroad through Go Global - Opportunities for UBC students:

Go Global works with UBC Faculties to provide the following type of learning abroad opportunities:

**EXCHANGE**
- Summer
- One term or two winter terms
- Completion of a portion of UBC degree as a visiting student at a Senate approved Partner University

**GLOBAL SEMINAR**
- Program led by UBC Faculty in an international location
- Opportunity for students to better connect to their discipline from an international perspective and how it applies to lived experience of others globally.

**RESEARCH ABROAD**
- Summer
- Student becomes a member of a research group at a Partner University.
- For u/g student – deepen understanding of research in their discipline from an international perspective; exploring research capacity. Can meet u/g research seminar requirements; co-op requirement; or be co-curricular.
- For graduate student – contribution to their UBC research project.

**INTERNATIONAL INTERNSHIP (NEW)**
- Summer
- (Small number of term based experiences)
- Work opportunity where students apply their disciplinary knowledge to community, non-governmental or industry sectors.

Student Safety Abroad – Policy 69
### Academic Integration Models: Exchange

<table>
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<tr>
<th>Flexible/Open Exchange</th>
<th>Recommended set of Partners</th>
<th>Structured Exchange / Co-ord Int’l Experience</th>
<th>Multi-partner Structured Exchange</th>
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### Most faculties

**ARTS**
- Anthropology
- Asian Studies
- History
- Political Science
- Int’l Relations
- Psychology

**SCIENCE**
- Biology
- Bio-Chem
- Computer Science

**SAUDER**
- Bachelor of Commerce, Global Supply Management

**LAW**
- Media Studies

**ENGINEERING**
- Bachelor of Applied Science: ECE, CIVL, CHBE, MECH, MIN, ENPH.
Learning outcomes and employability

“When evaluating hires, industry-specific knowledge is only the 6th-most important consideration, behind people skills, communication skills, problem-solving skills, analytical abilities, and leadership skills.”


“Even if domestic graduates never leave their own country, on graduation they will be forced to complete in international or multinational work and discovery environments” (Zimitat, C. 2008)
## What the literature says.....

<table>
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<tr>
<th>Key Skills required by Employers (synthesis of studies, Jones, 2011)</th>
<th>Key Skills developed through international mobility (Jones 2010)</th>
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<tbody>
<tr>
<td>• Self-awareness</td>
<td>• Confidence</td>
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<td>• Initiative and Enterprise</td>
<td>• Willingness to take risks</td>
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<td>• Willingness to Learn</td>
<td>• Patience</td>
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<td>• Planning and Organizing</td>
<td>• Sensitivity</td>
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<tr>
<td>• Integrity</td>
<td>• Flexibility and open-mindedness</td>
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<tr>
<td>• Commitment/motivation</td>
<td>• Humility and respect</td>
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<tr>
<td>• Problem-solving</td>
<td>• Problem solving</td>
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<td>• Flexibility</td>
<td>• Creativity</td>
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<td>• Self-management</td>
<td>• Managing expectations</td>
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<td>• Team Work</td>
<td>• Team work and team leadership</td>
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<tr>
<td>• Communication Skills</td>
<td>• Organizational skills and project management</td>
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<td>• Foreign Languages</td>
<td>• Networking</td>
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<td>• Networking</td>
<td>• Mediation skills and conflict resolution</td>
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<td>• Leadership</td>
<td>• Decision making (and communicating decisions which may not be popular)</td>
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<td>• Customer Service</td>
<td>• Interpersonal skills</td>
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Evidence?

Norris & Gillespie, 2009
Study abroad alumni more likely to engage in global careers.
“ignited my interest in the career direction that I pursued”
• 74% for “global-careers” alumni
• 48% for “non-global-career” alumni

QS Global Employer Survey 2011
• Employers’ opinion on the value of international education
• Sample of 25,000 employers from 120 countries, deployed in 12 languages.

Globally 62% of employers confirmed int’l education is part of recruitment process.

Of those, all agreed graduates with international study outperform those who have not. (Average response of 3.65 on a 5 point scale - 1 disagree, 5 agree.)
*Percentage of 4th year students reporting skill gains, calculated as the difference between their reported ability when they started at UBC and their current ability, and the magnitude of those skill gains, by participation in international learning opportunities. Scale was Very Poor, Poor, Fair, Good, Very Good and Excellent, so an example of a 1 point skill gain would be from Fair to Good or Very Good to Excellent, and an example of a 2 point gain could be from Fair to Very Good or Good to Excellent.
Learning Outcomes – 2014 UES

• Teamwork
• Leadership
• Communication
• Self-awareness
• Application of Learning
• International Understanding
• Navigating real world problems
• Community engagement
Academic Programs – Your Priorities?

- Your priorities for integration of international (and experiential) learning?
- Embedded directly in your programming
- Key connection – communications, development of partnership, type of experience
- One size does not fit all

Meeting with Departments and Faculties:
Provide update on range of programs, raising awareness of the diversity of opportunities available – not just exchange – and how we can support your activity. Explore your international priorities; identifying existing connections particularly for Research and Global Seminar opportunities.
Outcome: Degree specific Academic Integration project.