“A Bridge to UBC”
An International Students Program

A program for first-year international students, from domestic school systems in emerging countries

Presentation to AMS Council
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Outline

• Why?
• How?
  – Organizational Structure
  – Programme
• Steps to go in building the program
PLACE & PROMISE

“Let’s imagine it’s 2020…

UBC is known by name around the world. Leading-edge teaching and learning practices prevail across the University, creating an exceptional learning environment to which students, staff, faculty, and alumni are drawn from all over the globe. A diverse University community embraces the full spectrum of Canadian society, and Aboriginal perceptions and experiences are reflected in the curriculum and on campus”

But how do we get there?

These goals will not be met without deliberate actions to build bridges to students who have not been educated with the goal of North American post-secondary education
Policy Context

The Federal and Provincial governments are advocating an expansion of the numbers of international students:

- Provincially: the BC Jobs plan targets a 50% increase in international students over the next 4 years;

- Federally: the Advisory Panel on Canada’s International Education Strategy recommends that Canada double the number of international students by 2022

“Our vision for Canada: become the 21st century leader in international education in order to attract top talent and prepare our citizens for the global marketplace, thereby providing key building blocks for our future prosperity.”

Goals

• Increase diversity of student population
  – Broaden school systems and countries we recruit from

• Enhance financial sustainability

• A ‘Living lab’ for pedagogical innovation
How? Structure
Make or buy?

• Private out-source (eg SFU’s Fraser International College)

• Private partnership (eg INTO University of Oregon)

• UBC owned GBE (‘government business entity’)

• UBC owned and operated college

• UBC academic program

• Conditional admission to UBC (we already have this)
How: Structure

Partnering implies:

• Confusion over brand
• Lose opportunity for ‘living lab’
• Challenges in monitoring quality
• Financial costs
How? (Provisional sketch)

• A ‘college’ at UBC
• UBC students
  – in residence (but not all the same one)
  – not enrolled in a UBC degree program
  – with access to UBC student resources
    • Library
    • AMS
    • U-Pass
    • Athletics
How? (Provisional sketch)

• Students will be enrolled in courses that
  – Are taught by full-time UBC faculty hired in academic departments
  – Integrate language acquisition with content acquisition
  – Integrate course material
  – Receive (27cr) credit towards a UBC degree program
How? (Provisional sketch)

• CEO and Principal – reporting to
• Board e.g. senior UBC Executives plus (2?) Deans plus outsiders
• (Potentially) Academic Director
  – Dual report to CEO and Vice Provost
Steps to building the program

• Start up (2014/15) - 300 students
  – 150 Science, 150 Arts

• Steady state (2016/17) - 1,000 students
  – 400 Science, 600 Arts
  – Note that the ‘Science’ streams may be modified to feed into Land and Food Systems, Forestry, Applied Science
Steps to building the program

• Proposal to Senate
  – College creation
  – Curriculum
  – Admissions (in/out)
• Hiring (faculty, staff)
• Student services (define)
• Building (residences, classrooms? Labs? ILS?)
• Communication
• Recruiting
• Admissions
We are proposing...

- An educational program developed for international students from domestic school systems that are significantly different from those found in North America and Europe
- A program to enable these students to complete first-year equivalent coursework, and be prepared to enter UBC degree programs as second-year students:
  - Preparation programs tailored to individual needs, with longer preparation programs for some students
  - Development of English language skills for academic success, integrated with the broader curriculum
  - Course content based on UBC first-year credit programs and curricula
  - The majority of instruction will be provided by full-time academic staff in a variety of teaching configurations
  - A “living lab” for innovative undergraduate teaching
  - A “high-touch” in-residence experience for all students, with strong social support, to address cultural acclimatization issues specific to different countries
  - A program that broadens our reach and enables students from diverse backgrounds to attend UBC