

Before we start...

Go to www.menti.com and use the code 49 35 52 8

Mentimeter

Using your phone or if you do not have a phone, open up a separate tab in your browser and go to the following website:

www.menti.com

Type in the code 49 35 52 8

Thank You.

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ADVISOR TRAINING 2020

Advising Without Silos:
Collaborating for Student Success

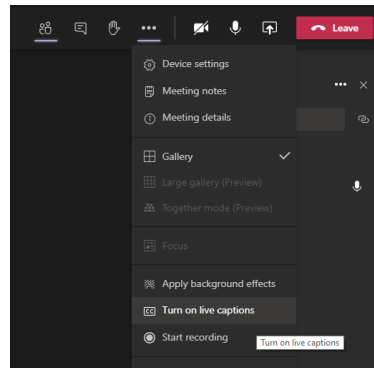
Welcome!



The session
will begin
shortly

Welcome and Housekeeping

- Please keep your mics muted throughout
- Turn on closed captioning by clicking on three dots on menu bar and choose “Turn On Live Captions”
- If this session is being recorded, you may be visible in our recording, which will be used for future promotion



LAND ACKNOWLEDGEMENT

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok [A-doe-bee-goke], the “Place of the Alders” in Michi Saagiig [Mi-Chee Saw-Geeg] language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe [Ah-nish-nah-bay], Haudenosaunee [Hoeden-no-show-nee], and Wendat [Wen-Dot] peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all. We acknowledge and honour the land we are walking on, the moccasin tracks of our ancestors and the footprints of the future generations to come.

Today's
Presentation...

Engaging and Supporting International Students

Advisor Training 2020

Irene Kairys
Kim Smith



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Icebreaker

The Story of Your Name



- Where does your name come from?
- Do you like your name? Why or why not?
- Do you know the meaning of your name?
- How did you get your name?
- Do you have any nicknames names your family or friends call you?
- Share your story with us in the chat box

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Type in 3 places that you may have worked or studied outside of your home province, region or country.



8

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Agenda

Who are our students?

Shared experiences and challenges

The transition experience:

- Psychological challenge
- Academic and Linguistic challenges
- Socio-cultural challenges

Supporting our students

- Rapport Building – Faculty of Business example
- Tools, Approaches, and Resources
- Supports at Humber – how to advocate and use effectively



9

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Who are our students?

Global Diversity

International Students

- Due to Internationalization

Local Diversity

Domestic Students

- Due to Multiculturalism



Students in both groups experience challenges due to cultural and linguistic differences and both groups experience challenges due to the hidden systemic advantages and disadvantages inherent in our society


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Shared Experiences and Challenges



11





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Transition

- "...Any event or non-event that results in changed relationships, routines, assumptions, and roles." (2006) Schlossberg
- **Type of transition**
 - **Anticipated transitions:** Ones that occur predictably, such as graduation from college
 - **Unanticipated transitions:** Not predictable or scheduled, such as divorce or sudden death of a loved one
 - **Non-events:** Transitions that are expected but do not occur, such as failure to be admitted to a school program
- **Context:** One's relationship with the transition and to the setting in which the transition takes place such as learning in a new school
- **Impact:** Determined by the degree to which a transition alters one's daily life such as failing a course, losing a job.





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Transition Comes at a Steep Cost

I've given up everything.

"It was really overwhelming. By the end of the second semester I had a real anxiety crisis," she recalls, adding failure was not an option. "I left my home country, sold everything and I need to succeed."

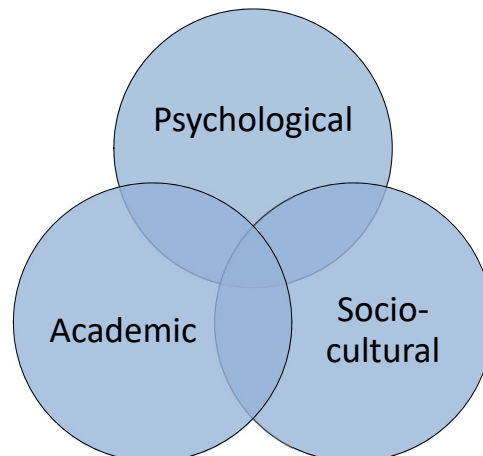



13

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Common Experiences

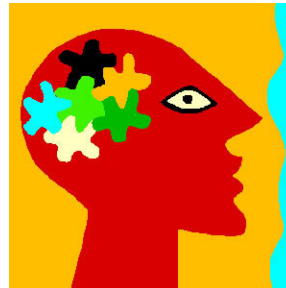


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Psychological

- Homesickness
- Loneliness
- Isolation
- Loss of identity, status and self-value
- Helplessness
- Anxiety
- Stress
- Depression



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The definition, cause, prevention, and treatment of mental health is *culturally defined*.



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- “It’s not a mental health issue... It’s my life.”
- “In my country, there are two categories of mental health: Insane and Fine.”
- “I knew something was wrong, but I didn’t know it had a name.”



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Academic Challenges



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Learning Challenges

Students may


- be uncomfortable participating in interactive teaching such as small group discussion and seminars
- not have developed the thinking skills to engage in independent, self-directed learning, and critical/analytical thinking.
- have difficulty asking questions, knowing how to ask and who to ask
- experience difficulty understanding the concept and rules of referencing and avoiding plagiarism

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Linguistic Challenges

- Unfamiliar with communication norms at Humber and within the program.
- Lack of confidence in their second (or third, fourth, etc.) language may inhibit students from participating in group work, class discussions and presentations.
- Difficulty understanding colloquial and idiomatic language
- Difficulties understanding lectures and discussions due to rate of speech
- Extra time required to take notes, read texts, and complete assignments can increase levels of stress, fatigue, and anxiety.



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Socio-cultural Challenges

- Culture "shock"/fatigue: Difficulty adjusting to differences in norms, values, regulations, class structure, etc.
- Cultural adjustment cycle
- Discrimination and prejudice → in both directions (i.e. "us" vs. "them" mentality)



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What is Culture?

The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

Food, dress,
music, visual arts,
drama, crafts,
dance, literature,
languages, celebrations, games

Shallow Culture
Unspoken Rules
Emotional level - high

courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity,

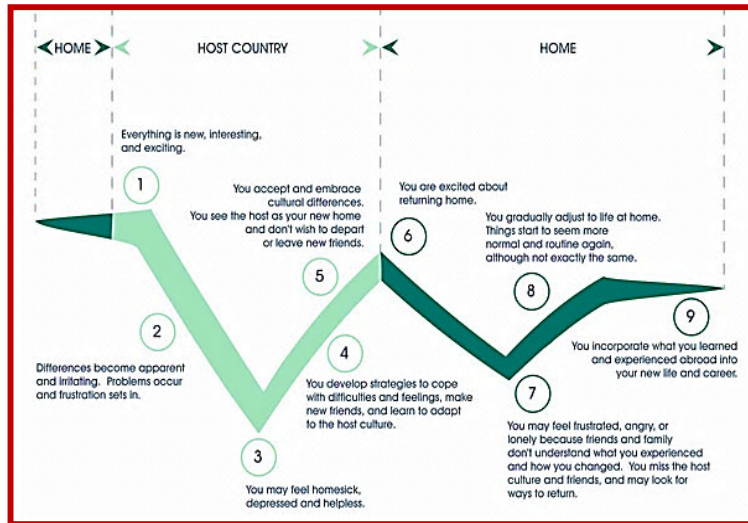
Deep Culture
Unconscious Rules
Emotional level - intense

preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

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Cultural Adjustment Cycle



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Culture "Shock" ...

Symptoms of Culture Shock

- Irritability
- Anxiety
- Sleep problems
- Withdrawal from others
- Physical illness (often psychosomatic)
- Homesickness
- Depression
- Inability to work or focus
- Hostility towards host nationals: culture-bashing




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What supports, if any, helped you move through a transition?

<https://vimeo.com/133900443>



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Supporting our Students



26



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Building International Student Engagement



Fabian Marks (Professor, Business School)
 Irene Kairys (Program Coordinator, Faculty of Business)
 Mihaela Pop (Professor, Applied Technology)
 Imran Khan (Professor, Applied Technology)


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27

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Background

- Joint TEP Project 2018-2019 between 4 professors from the Business School, HRT and Applied Technology, different programs with high percentages of International students.
- Over 6,000 International Students comprising 20+% of full time student body, and expected to increase (Humber Internationalization Strategy, December 2018)
- Most professors would like to have better class engagement from international students


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Why our programs?

About what % of your classes are International students?

| F2018 | | Domestic | International |
|------------------------|----------------------------|----------|---------------|
| Business School | | | |
| | Business Admin | 87% | 13% |
| | Business Management | 49% | 51% |
| | Marketing | 69% | 31% |
| HRT | | | |
| | Hospitality | 58% | 42% |
| | Tourism | 68% | 32% |
| | Fitness | 83% | 17% |
| | Bakery and Culinary | 75% | 25% |
| AT | | | |
| | Computer Engineering | 75% | 25% |
| | Computer & Network Support | 36% | 64% |
| | Civil Engineering | 85% | 15% |



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Culturally Inclusive Educator Certificate - CIEC Learnings

Consolidated learnings into best practise tips to help international students to learn and succeed:

1. Cultural Adaptation
2. Language Adaptation
3. **First Day Impressions Last**
4. Your Self-Identity
5. Internationalizing Pedagogy
6. Body Language
7. **Working in Groups**
8. Assessments
9. Plagiarism





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First Day Changes

- A. Create a climate of openness and trust from first class
 1. Share more about myself (not just academics)
 2. Learn where students are from
 3. Understand how students learn best
 4. Helps students to connect with each other
 5. Provide guidance on support services available for students

- B. Provide guidance and instructions for working more effectively in multicultural groups
 6. Discuss challenges and guidance for students working in multicultural groups

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A bit about me... then about you.



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World map

Where do your ancestors come from?



https://commons.wikimedia.org/wiki/File:The_World_map.png
 This file is licensed under the [Creative Commons Attribution-Share Alike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/) license.
 The World Map, 1606, 5 July 2015, Antony2011, [Commons \(talk | contribs\)](https://commons.wikimedia.org/wiki/File:The_World_map.png)



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Common Ground – Now about you.

- Introduce yourself to the person next to you
- Tell us:
 - The country and/or city they are from?
 - Their career aspiration?
 - Something they like to do, or something they are good at, or something they care about?



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Now share
what you
have learned
about your
neighbour
with the class.



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Working in cross-cultural groups

“Culture is defined as the collective mental programming of the human mind which distinguishes one group of people from another.”

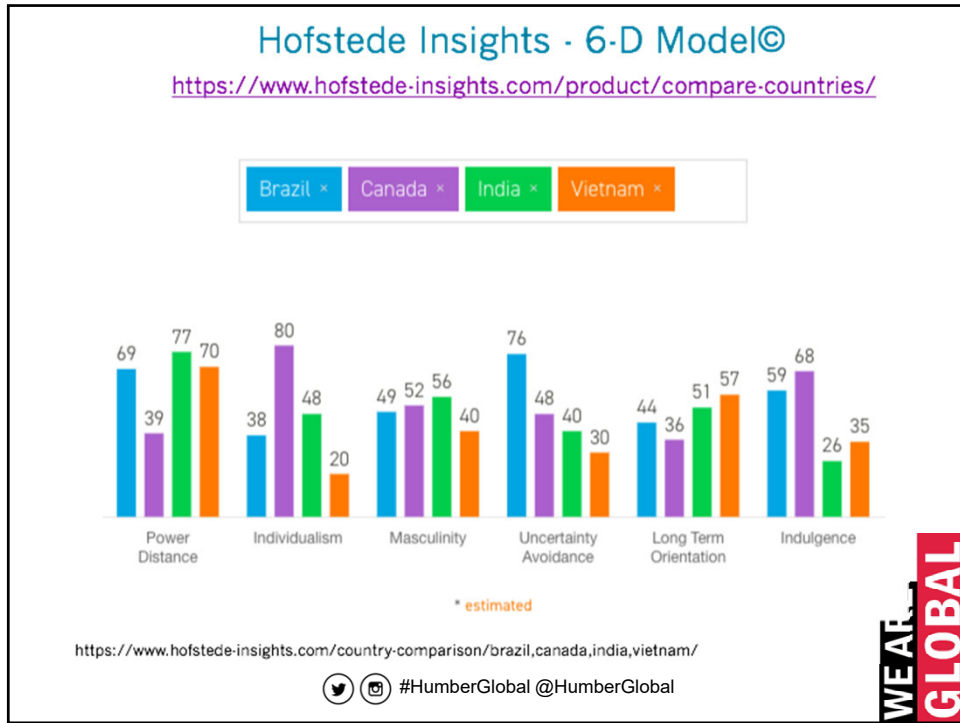
HUMBER'S DEMOGRAPHICS - SEPTEMBER 2018

| CITIZENSHIP | COUNT (#) | COUNT (%) |
|--------------------|-----------|-----------|
| India | 3,026 | 51.61% |
| Vietnam | 573 | 9.77% |
| Brazil | 201 | 3.43% |
| China (Mainland) | 183 | 3.12% |
| Jamaica | 170 | 2.90% |
| Korea, South | 150 | 2.56% |
| Ukraine | 121 | 2.06% |
| Nigeria | 107 | 1.83% |
| Russian Federation | 77 | 1.31% |
| Colombia | 77 | 1.31% |
| Guyana | 72 | 1.23% |
| Philippines | 61 | 1.04% |
| Indonesia | 59 | 1.01% |
| Mauritius | 59 | 1.01% |
| Turkey | 54 | 0.92% |

1. Power Distance
2. Individualism VS Collectivism
3. Masculinity VS Femininity
4. Uncertainty Avoidance
1. Long Term VS Short Term Orientation
2. Indulgence VS Restraint

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Working in cross-cultural groups

Just because you are right doesn't mean I am wrong

You just haven't seen life from my side

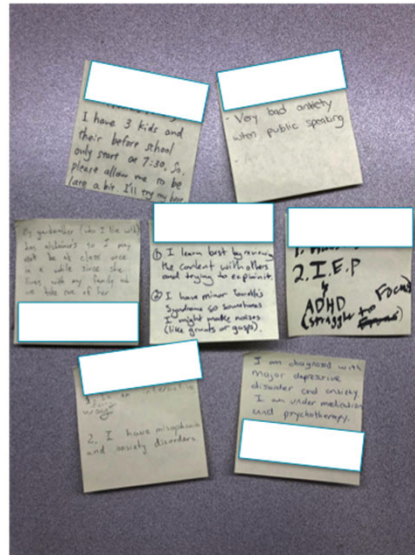
- Presumptions
- https://www.ted.com/talks/derek_sivers_weird_or_just_different_transcript?language=en#t-8686
- Examples
- Timeliness
- Individualism / Collectivism

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Building Trust

- On your Post It notes, tell me:
 1. How do you learn best?
 2. Is there anything else you would like me to know about you?















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We Got You!!

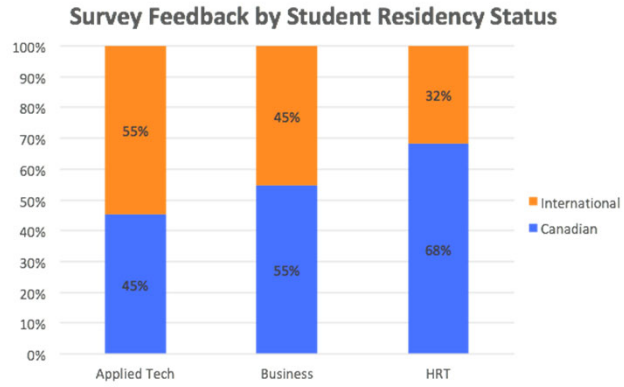
- <http://humber.ca/student-life/>
- (416) 675-6622 ext. 4000.
- North: LRC Building, 2nd Floor
- Lake: Welcome Centre, 2nd Floor



| | | |
|---|---|--|
|  FIRST YEAR LIFE |  INTERNATIONAL CENTRE |  GET INVOLVED |
|  ACCESSIBLE LEARNING SERVICES |  FOOD SERVICES |  COUNSELLING SERVICES |
|  RESIDENCE & HOUSING |  FINANCIAL AID |  ATHLETICS & RECREATION |
|  CAMPUS SECURITY |  ACADEMIC ADVISING & SUPPORT |  HEALTH SERVICES |
|  CAREER SERVICES |  ABORIGINAL RESOURCE CENTRE |  RIGHTS & RESPONSIBILITIES |

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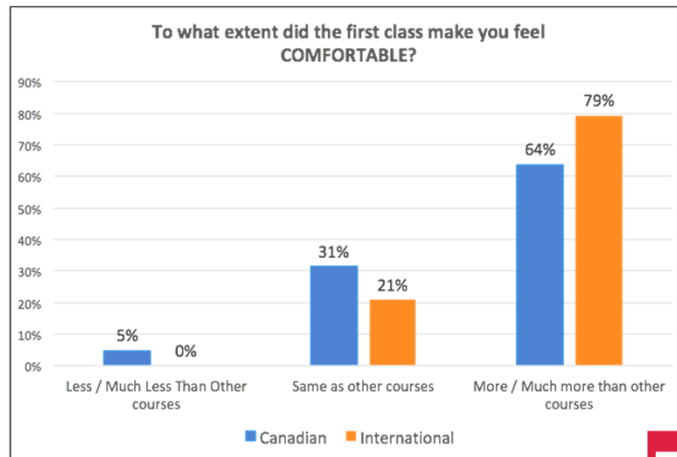
Mix of Canadian and International students surveyed.



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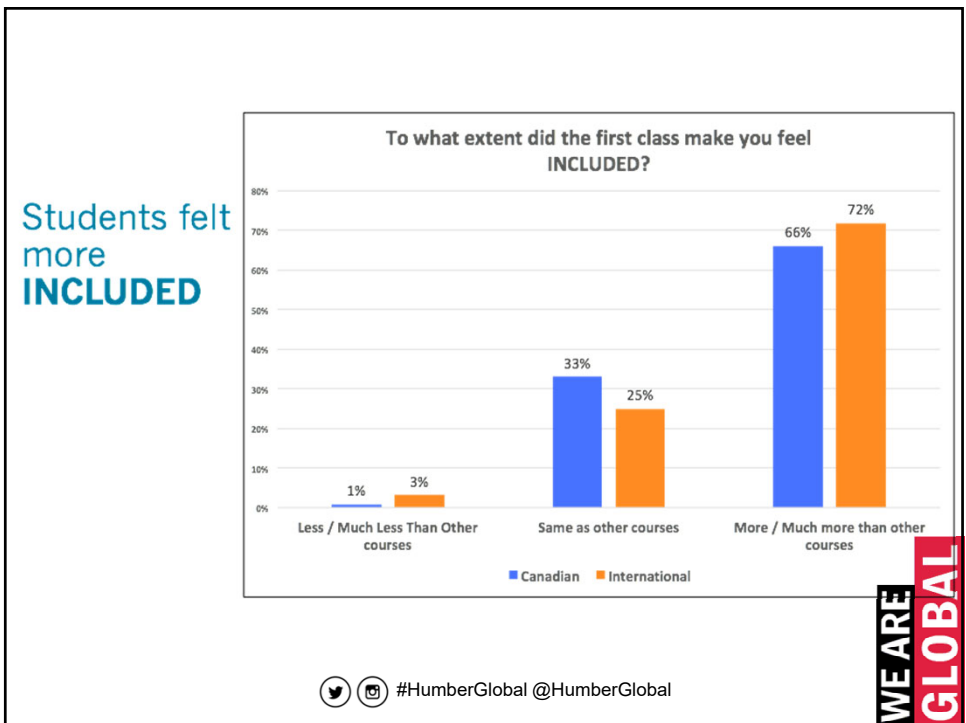
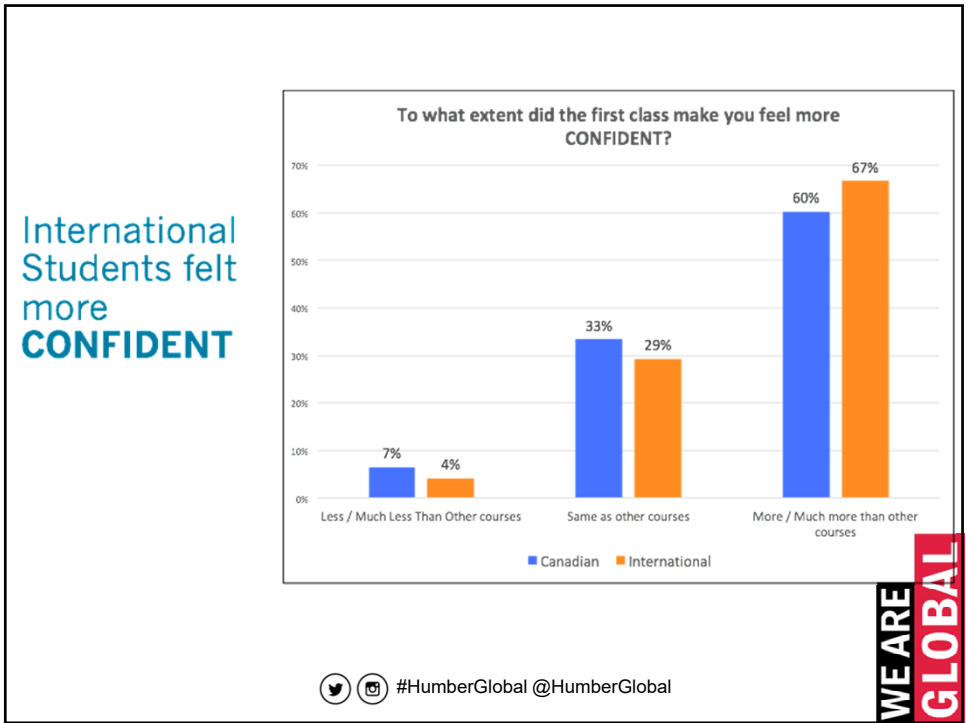
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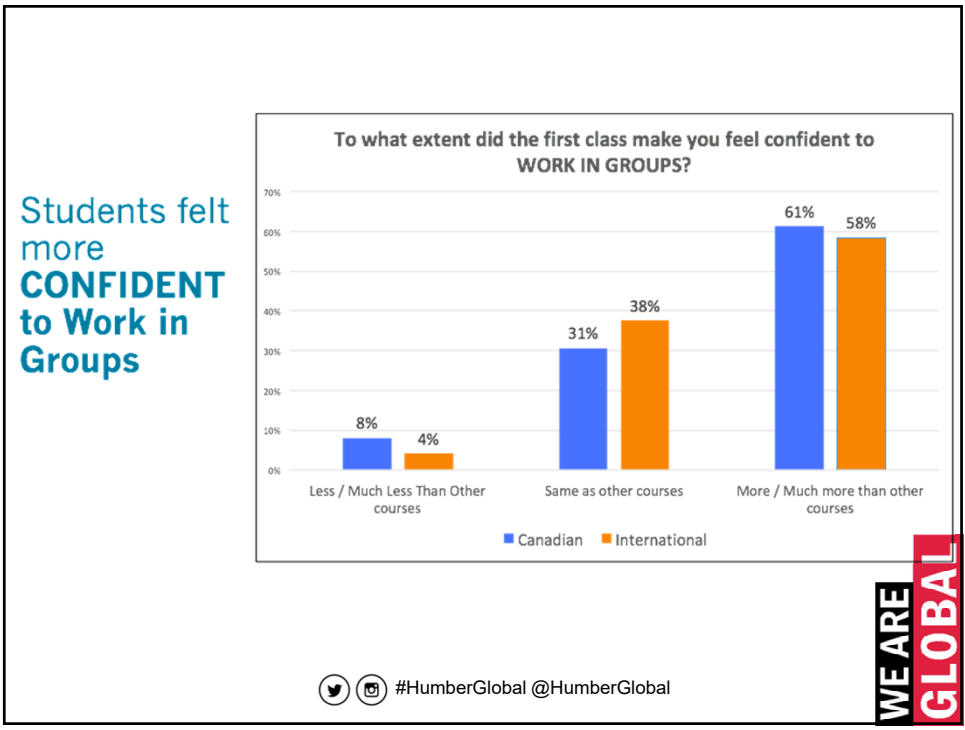
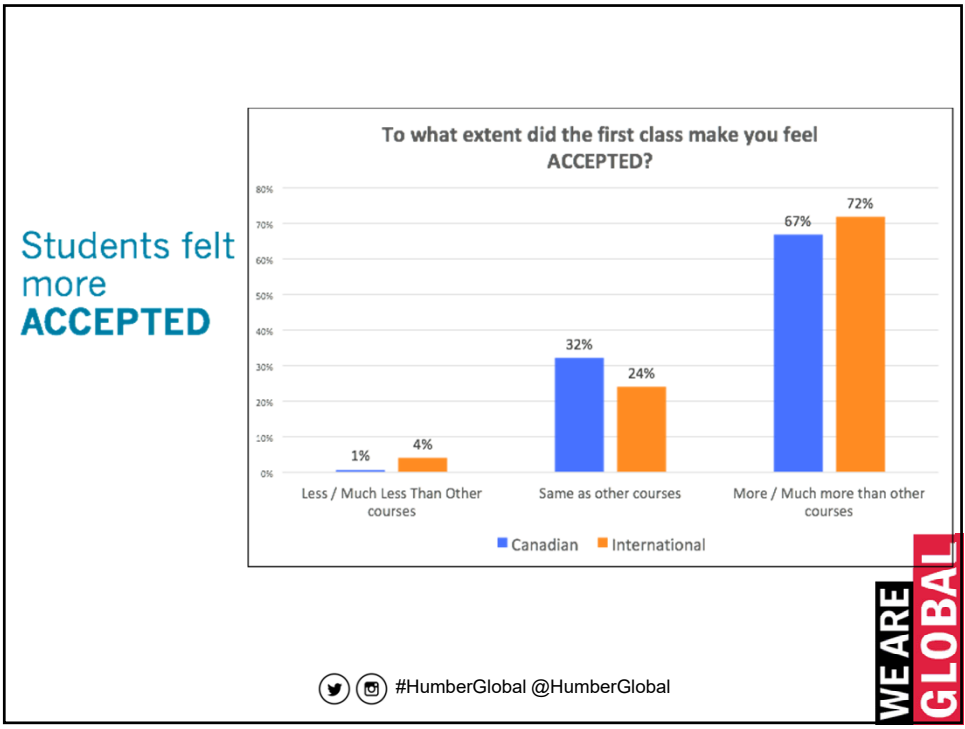
International Students felt more COMFORTABLE

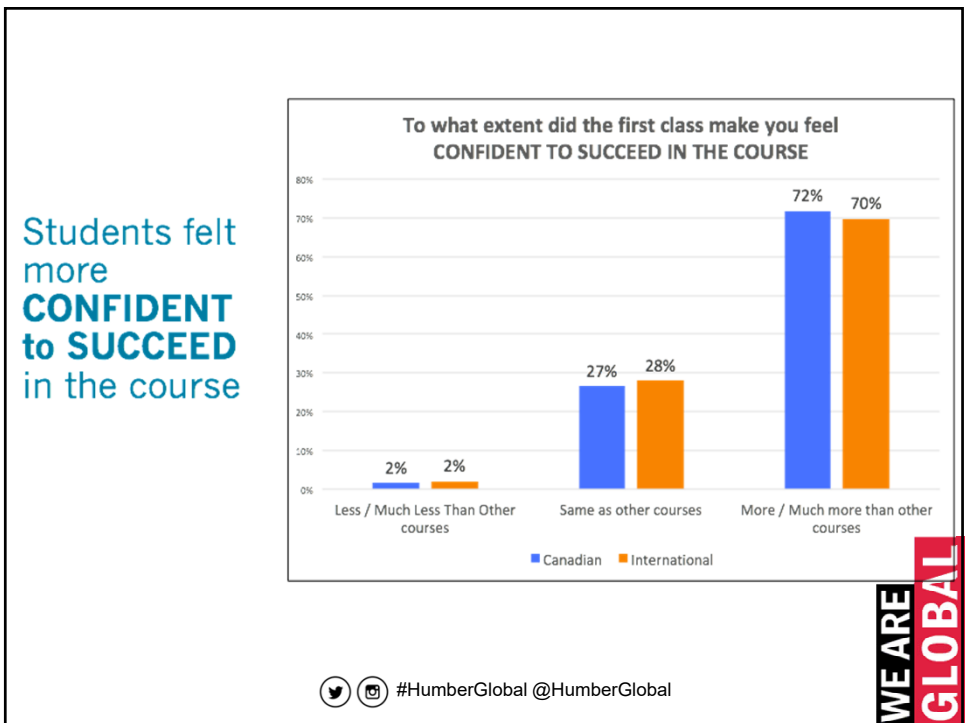
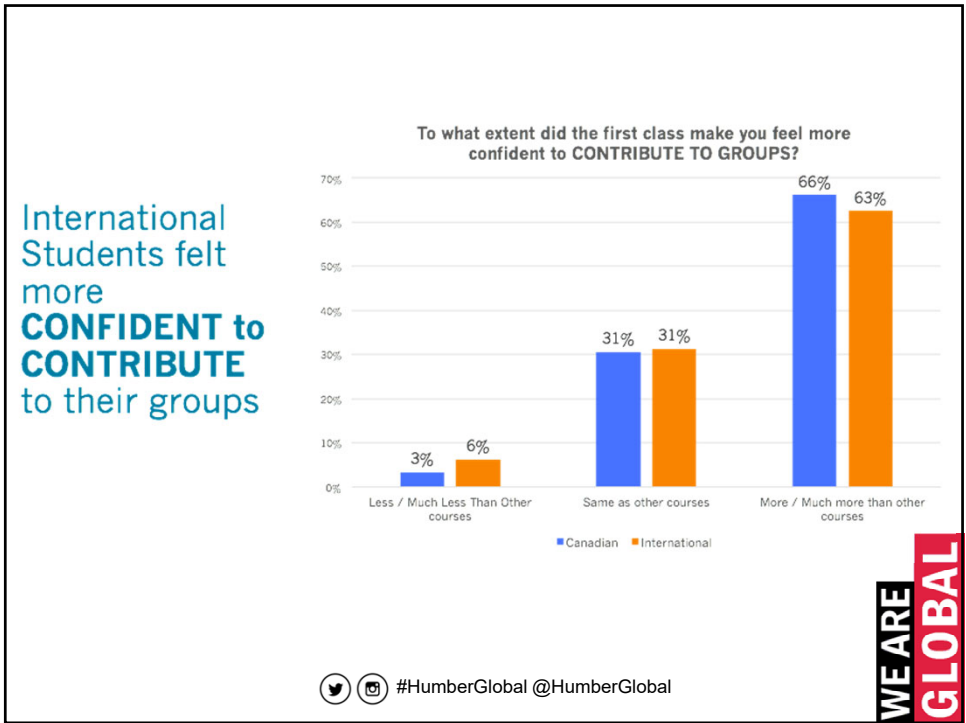


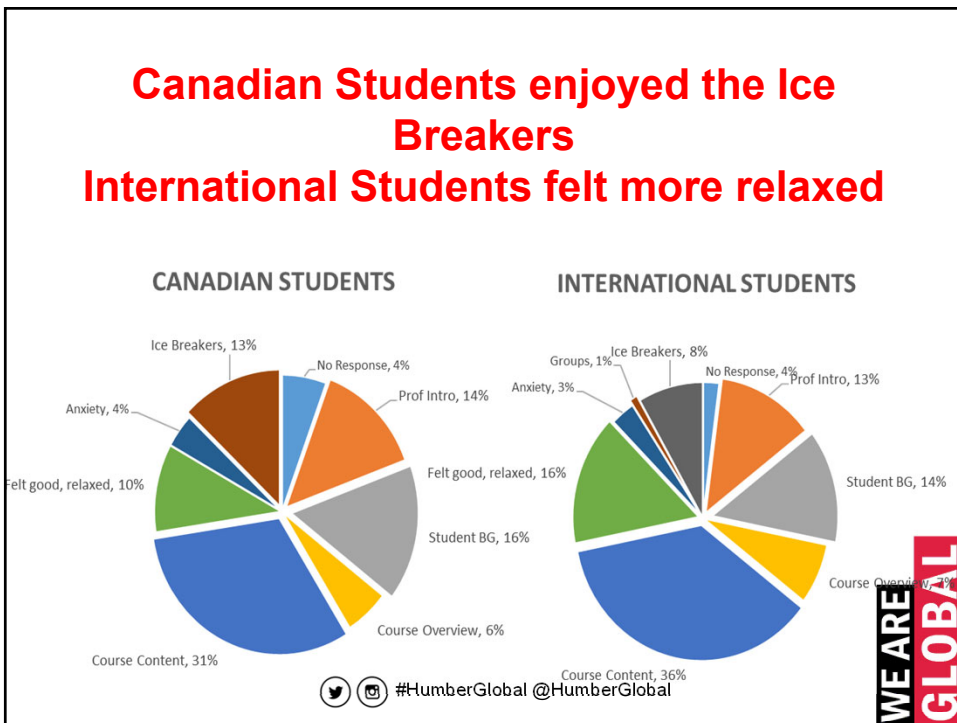
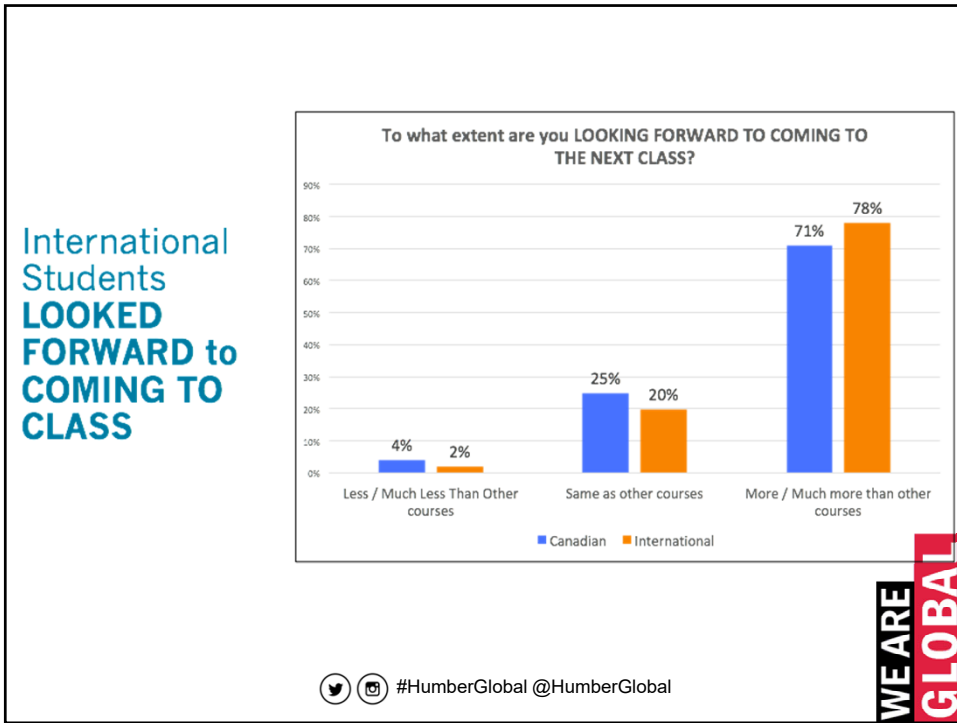
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Conclusion

The changes made just to first day of class have had a positive impact on both International and Canadian students in terms of:

1. Levels of comfort, inclusion and acceptance
2. Building their confidence to contribute and work in groups (Requires more follow up during the semester)
3. Building their confidence to succeed and their desire to return to class



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The biggest takeaway....

1. The changes benefitted **BOTH** the Canadian and International students.
2. Encouraging **dialogue and** creating a safe space for openness allowed them to share and connect.



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Why initiate a dialogue?

<https://vimeo.com/131333477>



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Be the Change

society might have unconsciously shaped my beliefs,
but I am strong enough to change them on my own.




<https://chibird.com/post/159735694939/ive-had-a-few-unconscious-beliefs-that-ive>

Irene Kairys 2019

What can you do to support students academically

- **Make the content accessible:** make outlines, provide concept maps, define concepts/key words, remove jargon, don't assume background knowledge of local history and cultural references
- **Recognize that the definition of plagiarism varies:** model using citations, show examples, discuss issues, recognize collective wisdom needs to be noted
- **Explain assessments:** how marks will be allotted, purpose of assignment, expectations, feedback should be specific

University of Melbourne
Conference 2019

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What can you do to support students academically

- Give clear instructions to build confidence, **make expectations** clear, make it safe
- **Develop assessment practice that tests content vs. language skills:** don't weigh grammar/spelling such that focus leaves content
- Provide opportunities to **practice oral presentation**
- **Don't use cursive handwriting**

University of Melbourne
Conference 2019


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Remember: Key Points

- International students share many transition issues in common with domestic students. Being in a new socio-cultural environment can have a 'compounding' affect for students unless they are well supported.
- Treating international students as a homogeneous group ignores issues of gender, culture and power, and places individuals at greater risk for marginalization.
- Like domestic students, international students lead multi-dimensional lives and being 'international' is just one factor among many that may (or may not) give rise to difficulties.



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Remember: Key Points

- It's natural for international students when they first arrive to cluster with others from their own culture or language group.
- Stress is a **normal** part of the cycle of adjustment and adaptation to any new and challenging situation. Stress can result in positive reactions with students, i.e., feeling an increase in confidence and maturity when they successfully adapt.



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Humber Resources

Academic Support

- Academic misconduct <https://international.humber.ca/student-services/academic-support/the-formula-to-keeping-your-work-honest.html>
- GPA calculator <https://careers.humber.ca/mark-calculator.php> (or refer students to Career & Student Success Advisor for help)
- Isucceed modules for 1st semester students.
- Culturally Inclusive Educator – certificate of completion through continuing education
- Career and Student Success Advisors by Faculty/Program careers.humber.ca/advisor-team.php

59



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Humber Resources

International Centre Contact form

<https://international.humber.ca/contact.html>

[Current Student] My question is about: *

- Study Permits & Work Permits
- Offer Letter Status
- Withdrawals & Refunds
- Program Changes
- Health Insurance
- Registration Issues & Co-op Letters
- Fee Receipts
- Confirmation of Enrollment & Graduation Letters
- Study Abroad Opportunities

[Current Student] Please type in your question: *

Total characters: 0/1900

Submit

60



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Humber Resources

International Centre

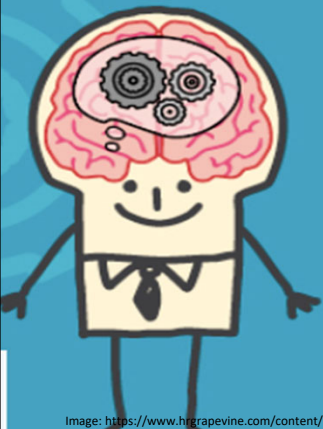
- Student Advisors by faculty/program
 - Dalyce Newby: Faculty of Applied Sciences and Technology, Faculty of Media and Creative Arts (N)
 - Shi Yue Zhang: Faculty of Liberal Arts and Sciences and Innovative Learning (N/L), Faculty of Health Sciences
 - Chantelle Bailey: Faculty of Business (N), Faculty of Social and Community Services
 - Miti Hathi: Faculty of Business (L), Faculty of Media and Creative Arts (L)
 - Sophie Yang - new
 - Amanda Koski – Manager of Student Services

61



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Uncovering Our Bias and Blindspots



Are YOU conscious of your unconscious bias?

- Tribes
- Us versus Them
- In-Groups and Out-groups

Image: <https://www.hrgrapevine.com/content/article/insight-2017-04-11-are-you-conscious-of-your-unconscious-bias>



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INTERNATIONALIZATION

What are your top three take aways?



Irene Kairys 2019

Questions



<https://www.trainingjournal.com/articles/opinion/workplace-diversity-it%E2%80%99s-more-just-gender-issue>

64




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Session Feedback

Please complete our online survey about this session. 3 options:



- Click the link in the chat 
- Go to URL: <https://tinyurl.com/HumberAT2020>
- Scan this QR Code to open the survey on your phone



Thank You!