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Project Title:

***Integration After Graduation – How to Retain International Students in the Peterborough Community***

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# Abstract

The objective of this project is to determine best practice strategies to retain and integrate international students into the Peterborough community after graduation. By researching the strategies that are currently deployed in Peterborough and other benchmark communities, recommendations for current and future best practices can be identified and targeted for further implementation. The New Canadians Centre (NCC) believes that the first six months at a new university environment for international students are the most crucial part of their transition, as this period is when students might integrate successfully into their new environment. The plan on how to conduct this research is through extensive research on various literature reviews and case studies that are relevant to this research. The literature reviews will also consist of other small-to-medium communities similar to Peterborough (e.g., Barrie, Kingston, Guelph, and Kitchener-Waterloo) on how they retain and integrate their international students into their community. Outcomes for this research may show that students are keen on moving into the larger cities for various reasons. However, there are some benefits and reasons as to why international students would remain in the communities where they attended post-secondary education. The primary output of this research will be a list of recommendations for best practices for the New Canadians Centre to consider when developing their own strategies to work with the Peterborough community to retain and integrate international students.

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# Introduction

Even though the immigration to Canada remains a prioritize affair, however, the rate of migrants to large cities like Toronto has been slowly declining throughout the last decade from nearly a half of the general immigrant arrivals in 2000, that is right all the way down to a third by the end of the previous decade<sup>1</sup>. In Ontario, the rate of immigrants settling in small-to-medium sized cities and communities like Peterborough, Kingston, Guelph, and Niagara has been slowly growing. These geographical shifts in immigrant settlement away from gateway cities, and also the associated policy tools which are utilized to inspire it. The matter of local immigrant dispersion without a doubt provides a demographic resolution for western economies addressing low fertility. However, skilled immigration also doubtlessly offers growing internationally lined economies as well. For second-tier cities (STCs) gaining a proportion of immigration is progressively appeared a significant demographic and economic process issue. Policymakers, practitioners, and researchers have an interest in how those communities prepare for and react to those modifications and have assisted in the improvement of tools which might enable a flourishing adaption to the new standard.<sup>2</sup>

There are over 20,000 international students annually to come to Canada for post-secondary education is evolving the environment. It is proven that is the case in a few provinces of Ontario and British Columbia. However, it is also increasing the diversity creation in smaller regions and rural communities. With the current immigration policy in Canada, many international students are aiming for permanent status after they have graduate because of the immigration policy in place is focused on recruiting these highly educated graduates.

With the declining birth rates and the aging population on the rise, the Canadian workforce requires a younger generation. No doubt that international students are being accepted into Canadian universities are on the rise, and the labour markets have also increasingly viewed this factor as desirable permanent skilled immigrants. International students who just graduated from post-secondary education are just beginning their professional career and have many years ahead of them to contribute to the Canadian economy. As opposed to other immigrants, international students are more attractive to local employers because of their Canadian education and experience with Canadian culture and social norms.<sup>3</sup>

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1. Attracting and Retaining International Students in Canada. (2017). Retrieved from <https://wenr.wes.org/2014/05/attracting-and-retaining-international-students-in-canada>

2. Walton-Roberts, M. W. (2011). Immigration, the University and the Welcoming Second Tier City. *Journal of International Migration and Integration / Revue De Lintegration Et De La Migration Internationale*. doi:10.1007/s12134-011-0187-3

3 Kelly, N. T. (2012). International Students as Immigrants: Transition Challenges and Strengths of Current and Former Students. Major Research Paper). Retrieved from Ryerson Digital Repository.

Available at:

[https://digital.library.ryerson.ca/islandora/object/RULA:1602/datastream/OBJ/download/International\\_Students\\_As\\_Immigrants\\_Transition\\_Challenges\\_And\\_Strengths\\_Of\\_Current\\_And\\_Former\\_Students.pdf](https://digital.library.ryerson.ca/islandora/object/RULA:1602/datastream/OBJ/download/International_Students_As_Immigrants_Transition_Challenges_And_Strengths_Of_Current_And_Former_Students.pdf)

Retaining international students in the Peterborough community is beneficial to the social, cultural and economic prosperity of our community. This report aims to help determine the best practices in retaining international students in the community post-graduation. This report consists of researching the strategies, methods, and policies in communities like Barrie and Kingston, Ontario have put in place to retain students, and how these might best be put into practice in Peterborough.

It is recognized that there are many structural barriers to retaining international students, such as visa requirements that disallow their continued residency. The goal of the project is focused more on social and cultural barriers, in an attempt to assess the efficiency of current and potential community organizations and resources in attracting and helping to integrate international students into the community. These students may have already decided to move on after their years at Trent University or Fleming College, but what might be done to soften this decision, or at the very least to involve them more into the local cultural and civic affairs? The New Canadians Centre (NCC) believes that the first six months at a new university and in a new community are crucial to an international student: it is when a student might most successfully become integrated and “hooked” on a place, and this project is intended to focus on what might be done this time.

## Literature Reviews and Case Studies

The research project was undertaken with extensive literature reviews and case studies. These literature reviews and case studies consist of various documentation from different post-secondary institutions, communities, and cities.

For example, Peterborough has two post-secondary institutions: Trent University and Fleming College. Both institutions take in almost 400 first-year international students every year and close to 1,200 current international students<sup>4</sup>. No doubt that the international enrolment will continue to increase as part of the internationalization plan. With the ever-increasing numbers of international student enrolment, that begs the question of how post-secondary institutions retain and accommodate international students? The institutions' International Office is always the students' go-to place where if international students have any issues and or concern that can be addressed to the staff members working in these offices because these staff members are well-trained and have the right experience on handling international student needs and they want to see their student succeed. Trent<sup>5</sup> and Fleming are currently providing the following services for their student to succeed:

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4. Trent By the Numbers. (n.d.). Retrieved 2019, from <https://www.trentu.ca/about/trent-numbers>

5. E. Castellanos, L. (2016). Review - Internationalization. Retrieved 2019, from <https://www.trentu.ca/president/internationalization-review>

(i) **Pre-arrival connections and communications:** Post-secondary institutions tend to overload international students with crucial pieces of information when they first arrive while the students themselves are having difficulties adjusting to their environment, mostly from the cultural shock and exhaustion from long distance travels. This is when heavy-loaded information sessions are kept to a minimum. Trent and Fleming have done a great job on proactive pre-arrival communication that it proves to more effective to inform arriving international students with a "pre-arrival" checklist with necessary information and logistics. This method has also built on-going relationships between students and the contact person when they meet. Another method that Trent has used is through live-recorded webinars where staff members and senior students get to answer questions from incoming international students. Sharing meaningful information with students while they are still home increasing the likelihood that the information will be shared with their families.

(ii) **Peer Mentoring:** Trent International has recently revived the Global Ambassador program (previously named as Trent International Program Ambassador) where it is a peer mentor program for supporting the incoming international student with assigned senior international students. This program is a success due to the mentorship training is comprehensive and goes beyond socially focused support to include academic related issues. These ambassadors connected with international students before arrival advising on such things as packing for the Canadian weather, and housing options/information, etc.

(iii) **International Orientation** is critically important in many respects to ensure the transition to university is seamless, informative, and reassuring. Throughout the years, TI has held their orientation off-campus, a week from the actual Orientation Week (O-Week), until 2017 where it was the first time that the Trent International Orientation (TIO) was held on campus. In 2018, TIO was integrated into the regular O-Week due to various reasons from budget constraints, exhausting human resources, etc. At Trent, international students who are opted-in for the airport pickup service which is accompanied by Cultural Assistants (CAs, a similar role to trained O-Week Leaders). With the current model of TIO and O-Week are integrated, the information sessions and activities are spread throughout the week as has proven to be more effective as international students are more engaged with the domestic students from the very beginning. This integration is a complementary approach that needs close attention to ensure an intentional balance of academic and social content is delivered.

(iv) In addition to the initial contact, a **multi-day program tailored to international student needs and interests** is essential to build confidence, make connections, start to establish relationships and to feel more comfortable within new surroundings. Immediate arrival efforts are also focused on basic needs that include

such necessities as an organized welcome session, immigration/visa documentation, housing, food, banking, basic supplies, computer/laptop, cell phone, etc.

(v) On top of these workshops, TIO also includes an **academic adjustment workshop**, which is conducted by the Academic Skills Instructors at Trent to introduce new norms, program rigor, language barriers, and time management as it is a universal challenge faced by new international students. Due to differences in cultural norms, International students struggle to understand some issues of academic integrity. While no more likely to cheat than domestic students, they often misunderstand North American expectations related to plagiarism and intellectual property. Program content includes topics such as academic integrity policy, reference standards, and acceptable collaboration.

(vi) **Career resources** at Trent (currently known as CareerSpace) is a great place for students, internationals included, to work on employment skills like preparing for interviews, resume and cover writing workshops. This resource is also beneficial to international students wishing to work and remain in Canada after graduation; it is a confidence booster to international students as career fairs, and networking events may ignore cultural norms around small talk, lack of confidence approaching employers, and a reluctance to self-promote when speaking with employers.

(vii) **The importance of effective communication** cannot be underestimated when it comes to ensuring international students are well adjusted, transitioning comfortably and exposed to all that is available to them to be successful. Recently, TI had hired a new staff member to take on the role of the International Marketing and Communications Coordinator. The primary goal of the position is identifying social media and technology preferences for different international student groups will ensure that Student Services personnel connect with students where they are most comfortable.

(viii) **Mental illness and personal problems** are systemic in society at large, but the university student population is particularly susceptible to high levels of anxiety, stress, and peer relationship issues. International students are not exempt and are faced with adjusting to a new educational system, language barriers, fundamental lifestyle changes, and food. These and other kinds of circumstances impact mental health and often result in international students experiencing higher levels of anxiety and depression than domestic students. International students may not always feel comfortable seeking help, regardless of whether services and support are available, so the institution must get out in front of this phenomenon by proactively raising the issues with students through peer to peer communication, raising awareness, and advertising available services. Without these approaches, there is a high risk of attrition early in the tenure of the international student. That



is why TI has also hired an International Student Wellness Advisor to accommodate international students' need. The role includes building strong support relationships and communication channels with protocols and procedures that get to the source of the critical challenges international students face which are often unique, complex, and even isolated to the conditions associated overall. It also relieves the traffic flow from the Trent's Health and Wellness Centre where it is almost impossible to get an appointment from them.

The city of Peterborough takes pride on how multi-cultural their community are where not only there are international students in the community, but also refugees and immigrants who came to Peterborough to start a new chapter of their life. The city offers a wide range of services that are catered to international students, immigrants, and refugees as follows:

- (i) **New Canadians Centre (NCC)**<sup>6</sup> – Hosts many classes and workshops including immigration assistance, settlement help, and language assistance.
- (ii) **Peterborough Immigration Partnership (PIP)**<sup>7,8</sup> – Promote, advance and support coordinated immigrant integration in the Peterborough community.
- (iii) **Casa Maria Refugee Homes**<sup>9</sup> – Supports and offers safe temporary shelter to refugees and refugee claimants regardless of race, social status, religion or cultural tradition.
- (iv) **The ITCH (Trent Valley International Coffee House)**<sup>10</sup> – Supports new and current international students on networking with Canadian community members and increasing understanding of Canadian culture.
- (v) **Welcome Peterborough**<sup>7</sup> – An interactive website that provides information related for newcomers to the Peterborough community.

Within the communities that are considered as STCs, they do provide various resources and services for international students similar to Peterborough. Post-secondary institution in these communities also offer the same services and resources to their international students as Trent University and Fleming College. However, these communities have shown significant differences on what they do to retain their international students.

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6. About Us. (n.d.). Retrieved 2019, from <https://nccpeterborough.ca/about-us/>

7. Peterborough Immigration Partnership. (n.d.). Retrieved 2019, from <https://nccpeterborough.ca/peterborough-immigration-partnership/>

8. Peterborough Immigration Partnership (PIP). (2015). Community Immigration Integration Plan 2016-2021. Retrieved 2019, from <https://pub-peterborough.escibemeetings.com/filestream.ashx?DocumentId=7922>

9. Who can help me in the first days in Peterborough? (n.d.). Retrieved 2019, from [https://www.welcomepeterborough.ca/Settling/Who\\_can\\_help\\_me\\_in\\_the\\_first\\_days\\_in\\_Peterborough\\_.htm](https://www.welcomepeterborough.ca/Settling/Who_can_help_me_in_the_first_days_in_Peterborough_.htm)

10. Hogle, N. (n.d.). The Itch Background. Retrieved 2019, from <http://www.itchpeterborough.com/background.php>

## **Kingston<sup>11</sup>**

The city has collaborated with Queen's University to increase in the number of student interns working in the city from undergraduate to PhD levels. With the new partnership the city has with Queen's externally funded International Student Marketing Attraction Project, a unified strategy is focused on to increasing attraction, integration, and retention of international students with their education stakeholders (Queen's included) St. Lawrence College (SLC), and the Limestone District School Board. The marketing materials are specifically targeted at skilled international student and young professionals considering Kingston for its academic and economic opportunities. The goal of partnership is to support International students with valuable talent into the labour market and foster greater diversity in the Kingston community.

## **Guelph<sup>12</sup>**

Launched an immigration portal called the Guelph – Wellington Local Immigration Portal / Partnership (GWLIP) in March of 2013 through the successful of receipt funds from the Ontario Municipal Immigration Information Online Program (which is funded by the Government of Ontario). A website resources for newcomers to learn more about the local supports available. Resources includes an employer checklist for employing international talent as it acts as a quick reference guide will help employers to assess their current employment practices and suggested ways to effectively orient and retain international skilled employees.

## **Niagara<sup>13</sup>**

In 2016, the region of Niagara created the "Global Attractiveness Strategy" that was adopted by the Council to support community readiness to be a welcoming community and improving the local businesses and immigration departments, and support programs to retain immigrants and international students. Through this strategy, they have strengthened the relationships between Regional departments, the Local Immigration Partnership and local newcomer service providers. They have also re-developed (and relaunched on July 1<sup>st</sup>, 2018) the city's immigration portal that provides information for new immigrants on how to prepare for their arrival, expectations upon arrival, and how to get themselves established in Niagara and Canada.

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11. Mid-Year Update: Queen's/City Partnership Work. (2018). Retrieved 2019, from [https://www.cityofkingston.ca/documents/10180/28110855/City\\_Council\\_Meeting-18-2018\\_Report\\_18-160\\_Mid-Year-Update-Queens-City-Partnership-Work.pdf/34bc2969-fdb2-4849-ab8d-386538298e7c](https://www.cityofkingston.ca/documents/10180/28110855/City_Council_Meeting-18-2018_Report_18-160_Mid-Year-Update-Queens-City-Partnership-Work.pdf/34bc2969-fdb2-4849-ab8d-386538298e7c)

12. GWLIP Projects and Reports. (2017). Retrieved 2019, from <http://www.guelphwellingtonip.ca/resources-reports/gwlip-projects-and-reports/>

13. Council Strategic Priority Project. (2018). Retrieved 2019, from <https://www.niagararegion.ca/priorities/documents/council-strategic-priority-projects-term-in-review-2015-18.pdf>

## Hamilton<sup>14</sup>

Every year, thousands of international students across the globe come to Hamilton for post-secondary education. For most, they have never been to Hamilton before and arrive knowing nothing about their new home and many left Hamilton still does not know a single thing about the city. An app called 'MyHamilton' where it is used for introducing students to the Hamilton city at the early stages. It is beneficial to students because they are highly used in technology and social media in this decade. This initiative is in partnership between McMaster University, Mohawk College, Columbia International College, the City of Hamilton and technology company Weever Apps. The ultimate goal for this app is to convince more international students to stay in Hamilton after graduation. The release of the app will not be through online app stores, but rather social media and campuses involved will prepare QR Codes that lead to the app.

There are common services that was found in these communities including Peterborough is that they have a program for international students called Canada Homestay Network (CHS)<sup>15</sup> and the Welcome Wagon<sup>16</sup>. The CHS is a family-run and non-profit organization where they offer thousands of students across the globe to qualified Canadian families and homes. This program gives international students the first-hand opportunity and experience to learn about the Canadian culture and even the local community that they are living in. The Welcome Wagon is a national service that provides newcomer into a community. They provide community information, maps, recommendations for services and stores from local businesses that will help newcomers transition smoothly into the community.

## Results and Recommendations

International students felt welcomed and supported when they first arrived at Peterborough, Trent University, and Fleming College. However, many would not remain in the community after graduation for the following reasons:

- (i) **Limited work placement opportunities and transition to relevant employment:** Upon graduation, international students find difficulties to seek any professional employment they wish to pursue as the labour market for professional careers are limited and usually occupied by the aging society of Peterborough;
- (ii) **In Peterborough only for education purposes:** International students come to Peterborough only to attend one of the two post-secondary institutions with no intentions of staying after graduation;

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14. New app to show students city's charms - and keep grads here. (2012). Retrieved 2019, from <https://www.thespec.com/news-story/2256366-new-app-to-show-students-city-s-charms-and-keep-grads-here/>

15. For Students – The Canada Homestay Network. (2017). Retrieved 2019, from <http://canadahomestaynetwork.ca/for-students/>

16. Welcome Wagon Ltd. (n.d.). Welcome Wagon Ltd. Retrieved 2019, from <https://www.welcomewagon.ca/aboutus>

- (iii) **Geographical location:** There is a long distance between Peterborough and larger cities like Ottawa and the GTA where students are keener to move to these locations because it matches the city life-style to the students. It is also expensive in the long-run for students to commute even at student discount or even with their own form of transportation;
- (iv) **Continuing education (graduate studies) elsewhere:** If students wish to pursue their graduate studies, they would most likely to move to another university and city where they offer their desired choice of graduate program. Trent University is best known for its undergraduate programs, however, not many graduate programs are offered compared to other universities.

A summary of the recommendations for the New Canadians Centre with regards to retaining and integrating international students after graduation are made in the section below:

- (i) The NCC should collaborate with institutions on creating essential workshops for international students. This is also an opportunity for collaborators to build strong network connections;
- (ii) Promote various volunteering opportunities to international students from different non-profit organizations which celebrate the diversity of the Peterborough community;
- (iii) Educating local businesses and employers on what are the benefits of creating a diverse workspace and the value of international students will bring to their endeavors.
- (iv) The City of Peterborough should redevelop their smartphone app (similar to MyHamilton) that targets younger audiences (mainly incoming international students). One of the main contents that should be in the app is resources for international students, this is where the NCC, Trent University, and Fleming College collaborate;

Trent University and Peterborough has played an important role to especially international students where it gives the opportunity for students to feel welcome and engage with the community from their studies and work, professional placements and eventually hope to choose to remain in the community after graduation.

Trent University is currently in partnership with the City of Peterborough, one of them being through the Trent Community Research Centre (TCRC) where faculty and students are given the opportunity to not only work with the host organization, but also getting to know what the Peterborough Community has to offer. Through the TCRC, it has built up the volume of community partners in Peterborough to reach specific goals for city planning (post-graduation retention included) and environmental sustainability program.

- The TCRC can include the model used by Queen's university with the collaboration with their respective city, Kingston. Their "International Student Marketing Attraction Project" initiative has created unified strategy with their education stakeholders to use for attracting more international students with hands-

on learning experience. The goal of the initiative is to support the attraction, integration and retention of valuable international talents into the local labour market.<sup>9</sup>

- Using this model, Trent can develop a similar project initiative with the International Office, TCRC and CareerSpace, and the IMPACT Leadership Program in creating their own “marketing attraction” project which can bring in external funding from various local businesses in Peterborough to launch this initiative. This will not only give international students the opportunity to learn more about the local businesses in Peterborough has, but also gaining valuable volunteer and part-time work experience which can potentially translate into professional permanent full-time positions in the future.

Though Peterborough has various websites and online resources that shows different services and entertainment, and the modern technology used by many international students, it would be beneficial for the City to redevelop their smartphone app and probably invest in a different technology company that is willing to redevelop the app. This project can be an opportunity for current international students in the Computer Science Program and probably to be considered as a community-base research project. The app is not only used for local and international tourists, but most importantly for international students who are potential coming to Peterborough for their post-secondary education as they would like to see what Peterborough has to offer.

## Conclusion

With the increasing immigration policies and programs that an increasing number of view international students as future working professionals who not only to recruited as well as retained in Canada permanently. International education plays a crucial function in Canada’s immigration and economic prosperity. However, the policymakers who views international students, as the key stakeholders in this research, are the ‘ideal immigrants’ to Canada because of their Canadian post-secondary education experience which assumes that they will gain vital skills needed to integrate fully into the workforce and community upon graduation. It is also expected that international students will make valuable contribution to the local labour market if they decided to remain in their community after graduation.<sup>17</sup>

The findings from this study exhibit that even with migration policies that facilitate the two-step migration from temporary to permanent, graduating international students’ options are either to stay or to leave.

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9. Mid-Year Update: Queen’s/City Partnership Work. (2018). Retrieved 2019, from <https://www.cityofkingston.ca/documents/10180/28110855/City Council Meeting-18-2018 Report 18-160 Mid-Year-Update-Queens-City-Partnership-Work.pdf/34bc2969-fdb2-4849-ab8d-386538298e7c>

17. Poteet, M., & Gomez, B. (2015). “It’s Both Ways”: How International Students Negotiate Belonging in Local and Global Contexts, from the Journal of New Brunswick Studies, Issue 6, No.1, pg 83 - 102. Retrieved 2019, from <https://journals.lib.unb.ca/index.php/JNBS/article/viewFile/23061/26777>

International students are still not confident when making these choices and various factors that are considered when making these choices. Let it be the influence from the communities that they have bonded over the years, developed personal relationships also taken into account into the decision-making process. Additionally, the constant flux in immigration policies can make the transition filled with uncertainty and frustration<sup>18</sup>.

With the fundamental purpose to retain international students with their talent, policymakers, post-secondary institutions, local city communities, and neighborhood organizations and employers ought to work more closely to strengthen clear and concise strategies for assisting post-graduation transitional duration of international students as the future for them is nevertheless unknown.

## Appendix

Community	Strategies
Peterborough	<p>Current:</p> <ol style="list-style-type: none"> <li>1. Trent University and Fleming College:               <ol style="list-style-type: none"> <li>a. Pre-arrival connections and communications.</li> <li>b. Peer mentor programs for supporting international student success.</li> <li>c. Orientation for international students.</li> <li>d. Multi-day program tailored to international student needs and interests.</li> <li>e. Academic adjustments for international students.</li> <li>f. Career resources customized for international students.</li> <li>g. Identifying social media and technology preferences for different international student groups.</li> <li>h. Mental health services for international students.</li> </ol> </li> <li>2. Peterborough:               <ol style="list-style-type: none"> <li>a. <b>New Canadians Centre (NCC)</b> – Hosts many classes and workshops including immigration assistance, settlement help, and language assistance.</li> <li>b. <b>Peterborough Immigration Partnership (PIP)</b> – Promote, advance and support coordinated immigrant integration in the Peterborough community.</li> <li>c. <b>Casa Maria Refugee Homes</b> – Supports and offers safe temporary shelter to refugees and refugee claimants regardless of race, social status, religion or cultural tradition.</li> <li>d. <b>The ITCH (Trent Valley International Coffee House)</b> – Supports new and current international students on networking with Canadian community members and increasing understanding of Canadian culture.</li> <li>e. <b>Welcome Peterborough</b> – An interactive website that provides information related for newcomers to the Peterborough community.</li> </ol> </li> </ol>

18. Dauweer, Z. (2018). Assessing Canada's Support of International Students: A Comprehensive Review of Canada's Retention and Settlement of its "Model Immigrants". Retrieved 2019, from [https://www.ryerson.ca/content/dam/rcis/documents/Dauweer\\_Z\\_A\\_\(2018\)\\_Assessing\\_Canada%27s\\_Support\\_of\\_International\\_Students\\_A\\_Comprehensive\\_Review\\_of\\_Canada%27s\\_Retention\\_and\\_Settlement\\_of\\_its\\_%22Model\\_Immigrants%22\\_RCIS\\_Working\\_Paper\\_No\\_2018\\_2\\_Ryerson\\_Centre\\_for\\_Immigration\\_and\\_Settlement.pdf](https://www.ryerson.ca/content/dam/rcis/documents/Dauweer_Z_A_(2018)_Assessing_Canada%27s_Support_of_International_Students_A_Comprehensive_Review_of_Canada%27s_Retention_and_Settlement_of_its_%22Model_Immigrants%22_RCIS_Working_Paper_No_2018_2_Ryerson_Centre_for_Immigration_and_Settlement.pdf)

	<p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>Collaborate with institutions on creating essential workshops for international students. This is also an opportunity for collaborators to build strong network connections;</li> <li>Promote various volunteering opportunities to international students from different non-profit organizations which celebrate the diversity of the Peterborough community;</li> <li>Educating local businesses and employers on what are the benefits of creating a diverse workspace and the value of international students will bring to their endeavors;</li> <li>The City of Peterborough should redevelop their smartphone app (similar to MyHamilton) that targets younger audiences (mainly incoming international students);</li> </ol>
Kingston	<p><b>Queen’s externally funded International Student Marketing Attraction Project</b></p> <ul style="list-style-type: none"> <li>A unified strategy is focused on to increasing attraction, integration, and retention of international students.</li> <li>The goal of partnership is to support International students with valuable talent into the labour market and foster greater diversity in the Kingston community.</li> <li>Partnership stakeholders include St. Lawrence College (SLC), and the Limestone District School Board.</li> <li><a href="https://www.cityofkingston.ca/documents/10180/28110855/City-Council-Meeting-18-2018-Report-18-160-Mid-Year-Update-Queens-City-Partnership-Work.pdf/34bc2969-fdb2-4849-ab8d-386538298e7c">https://www.cityofkingston.ca/documents/10180/28110855/City-Council-Meeting-18-2018-Report-18-160-Mid-Year-Update-Queens-City-Partnership-Work.pdf/34bc2969-fdb2-4849-ab8d-386538298e7c</a></li> </ul>
Guelph	<p><b>Guelph-Wellington Local Immigration Portal / Partnership (GWLIP)</b></p> <ul style="list-style-type: none"> <li>Launch in 2013</li> <li>Resources for newcomers to learn more about the local supports available in the community.</li> <li>Resources includes an employer checklist for employing international students.</li> <li><a href="http://www.guelphwellingtonlip.ca/resources-reports/gwlip-projects-and-reports/">http://www.guelphwellingtonlip.ca/resources-reports/gwlip-projects-and-reports/</a></li> </ul>
Niagara	<p><b>Global Attractiveness Strategy (page 19)</b></p> <ul style="list-style-type: none"> <li>Redeveloped website for easier navigation.</li> <li>Centralized resource for local employers and businesses in hiring international students and new immigrants.</li> <li>Have strengthen relationships within the community including regional departments and local service providers.</li> <li><a href="https://www.niagararegion.ca/priorities/documents/council-strategic-priority-projects-term-in-review-2015-18.pdf">https://www.niagararegion.ca/priorities/documents/council-strategic-priority-projects-term-in-review-2015-18.pdf</a></li> </ul>
Hamilton	<p><b>MyHamilton smartphone app</b></p> <ul style="list-style-type: none"> <li>Early introduction students to Hamilton.</li> <li>App consists of local restaurants, places of interests, job opportunities, community events, and etc.</li> <li>The goal is to convince more students to retain in Hamilton after graduation.</li> <li>Partnership with McMaster University, Mohawk College, Columbia International College, City of Hamilton, and a technology company called Weever Apps.</li> <li><a href="https://www.investinhamilton.ca/?s=international+students">https://www.investinhamilton.ca/?s=international+students</a></li> </ul>