

# UBC and U of T International Student Recruitment: Continuing the Canadian Narrative of Multiculturalism?

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**Abstract.** The purpose of this research is to explore how Canadian university recruitment and promotional materials utilize Canada's perceived narrative as a multicultural nation, in order to distinguish their institution in the global competition for international student enrollment. This research analyzes the language and visualizations in a total of 10 promotional videos and 4 websites (N=14 promotional materials) from two case studies of the University of British Columbia and the University of Toronto. The study finds that both the University of British Columbia and the University of Toronto use elements of a multicultural narrative in recruitment of international students, such as transparency of immigration policies, maintaining cultural identity within a broader society, and an emphasis on diversity within the institution. The narrative of multiculturalism is demonstrated through repeated messages in promotional videos, such as "be yourself," and the idea that there is no one way to be "Canadian." However, at the same time, the repeated language in the videos also discusses the idea of "fitting in" and "finding your community," promoting situating oneself within the broader Canadian society. Furthermore, the findings illustrate the marketing strategies of larger Canadian institutions and the omission of relationships between international and domestic students in promotional materials.

## Introduction

Over the past ten years, international student enrollment has increased dramatically across the globe, with five million students in 2016 choosing to study at higher education institutions in a country outside of their citizenship (Reichert & Bouajram, 2021). This increasing internationalization has been essential to the financial security of Canadian universities but has also resulted in a growing competition between other global education institutions. This paper aims to investigate possible tactics for increasing international student recruitment in Canada, specifically by focusing on promotional videos and websites at the University of British Columbia and the University of Toronto. Through an analysis of language used in these materials, this study hopes to explore how the promotional and recruitment materials of Canadian universities utilize Canada's narrative as an "accepting, multicultural nation," in order to compete in the global race for international student enrollment.

## Literature Review

The global competition for international student enrollment can be considered part of the "great brain race," a term coined by Ben Wildavsky (2010) to describe how increased globalization has led higher education institutions to compete "fiercely for the best minds" (p. 5) and the best student "talent" among global competitors (p. 12). Scholars Creso Sá and Emma Sabzalieva (2018), expand on how the "great brain race" is related to the Canadian "Express Entry" immigration policy, as graduate students with Post-graduate Work Permits can apply through this policy. However, "Express Entry" policy has added additional barriers for international students who wish to become permanent residents, which likely affects the rate of international student enrollment at Canadian universities (Sá & Sabzalieva, 2018). For instance, the Comprehensive Ranking System, which gives applicants a score based on language ability, education, work experience, and current job offers.

In the 2015 survey by the Canadian Bureau for International Education (CBIE), approximately 51 percent of international students in Canada stated an intention to apply for Permanent Residence (CBIE, 2015 as cited in Dam, Chan, & Wayland, 2018). However, in order to receive an application for Permanent Residence in 2015, applicants' score from the Comprehensive Ranking System need to be 450 points or greater. 91 percent of international students in the Express Entry program had scores below 450, with the average score being 408 points (Dam, Chan, & Wayland, 2018). Despite the fact that the number of international students studying in Canada doubled between 2007 and 2016 (Stats Canada, 2020; Dam, Chan, & Wayland, 2018), only 2.8 percent of permanent residents in 2016 were international students, which is a decrease of 170 percent

from 2007 (Dam, Chan, & Wayland, 2018). Since the Express Entry policy was introduced in Canada in 2015, international students have had difficulty obtaining Permanent Residence, yet higher education institutions continue to depend on international students financially, as well as for advancing a reputation of diversity. In contrast to the limitations of the “Express Entry” immigration policy, Reichert and Bouajram (2021) describe how Canada has developed specific “study and stay” programs which encourage international students to stay in Canada after graduation, giving Canada a “distinct competitive edge in recruiting international students” (p. 318). The contradiction in Canada’s openness to international students as permanent residents may be related to how Canada is perceived as a multicultural nation, but in practice the same conceptualization of multiculturalism and inclusivity is limited.

Through a comparative analysis of three case studies of universities in Canada, Japan, and the UK, Melissa James-MacEachern addresses how higher education institutions are hoping to further their prestige and reputation as an international institution in the global education sphere (James-MacEachern, 2018). At the same time that higher education institutions are attempting to build prestige, promoting international enrollment is also a financial necessity. International students paid approximately 40 percent of all tuition fees and accounted for approximately 4 billion in annual revenue for Canadian universities in the 2017/2018 school year (Stats Canada, 2020). Specific to UBC, the 2020/2021 Enrollment Report states 15,504 international students were enrolled on the Vancouver campus, representing 25 percent of all undergraduate students and 37 percent of all graduate students. Similarly, at UBC Okanagan, international students represent 21 percent of the total student population (UBC Senate, 2022). The enrollment of international students at U of T is comparable, as in 2020/2021, 24,691 international students were enrolled across its 3 campuses, representing 21 percent of the student population (University of Toronto, 2022). As these two universities have some of the highest rates of international student enrollment in Canada, they provide important case studies as to how universities will adapt their promotional materials in order to protect the dependency they have created on tuition from international students.

The disparity between UBC’s international student tuition and the national average, as well as U of T’s reliance on international student tuition due to decreased provincial funding, demonstrates how both schools are dependent on international students. In a 2019 article from the U of T student newspaper titled “U of T receives more money from international students than Ontario government,” the author explains that international students are responsible for contributing 30 percent, or 928.61 million dollars, of U of T’s revenue, while provincial operating grants contribute 25 percent of the university’s funding (Takagi, 2019). This demonstrates that the University of Toronto is dependent on the tuition of international students, but also that the student body and public are attuned to this reliance. A similar article was published in the Vancouver Sun in 2017, titled “How international students are filling funding shortfalls” (Neatby and Bogesh, 2017). Tuition rates at UBC vary by program, but domestic tuition for undergrad programs varies be-

tween approximately 5,000 to 7,600 dollars, whereas international students' tuition varies from approximately 40,000 to 50,000 dollars (UBC Student Services, 2022). This difference is slightly larger than the national average found across all Canadian universities, as Stats Canada reports that in 2020/21, international undergraduate students paid an average annual tuition of 32,041 dollars, five times the average for domestic students of 6,610 dollars (Stats Canada, 2020). This difference may be attributed to the fact that UBC tuition can be higher than the average of Canadian universities, depending on the UBC program. Yet, the difference demonstrates that UBC, which heavily promotes itself as the Canadian university with the highest enrollment of international students, also requires higher tuition rates for international students than other Canadian universities. As both UBC and U of T have established a strong reliance on international student tuition, it is interesting to consider how promotional materials often downplay the high tuition costs compared to domestic students, while heavily campaigning the high acceptance rates and cultural diversity of their respective campuses.

In order to increase international student enrollment, James-MacEachern (2018) found that university recruiters were adopting "business-like practices" such as marketing or sales techniques in order to compete against other institutions in attracting international students (p. 248). Similarly, Roger Milian Pizarro (2017) analyzes how Canadian universities "sell themselves to external audiences" (p. 55) as a "survival strategy" (p. 54). Common "selling points" of universities may include the physical appearance of the campus and environment, clubs and activities that are available, and communication of diversity and inclusivity (Saichaie & Morphew, 2014; Pizarro, 2017). Promoting the physical appearance of the campus through images and descriptions, such as old or modern architecture, greenery, and climate, influences prospective students' perceptions of "legitimacy" and "prestige" of institutions, such as "institutional longevity and traditions" (Saichaie & Morphew, 2014, p. 505). Additionally, environmental factors of the country as a whole have shaped perceptions of Canada as an "appealing" country to study in, such as Canada as a "safe and secure environment" or an "open and tolerant society" (CBIE, 2018 as cited in Reichert & Bouajram, 2021, p. 314). Therefore, promoting a multicultural narrative for international recruitment could entail language of safety and acceptance in different environmental contexts, in order to promote acceptance and lessened feelings of Otherness for international students in Canada as opposed to other countries in this global competition.

Another common "selling point" for online recruitment materials includes depictions of "student life" and "what it means to be a college student," such as images or descriptions of students walking or together outside of class, intramural sports, available clubs, etc. (Saichaie & Morphew, 2014, p. 514-515). However, there is a lack of research on how these depictions of "student life" specifically relate to international student recruitment, and I am interested in considering how depictions of "student life" relate to connections between domestic and international students in recruitment materials. While Canadian universities may include a multicultural narrative within promotional materials,

this narrative may disagree with the lived experiences of “student life” for international students, which could in turn affect the marketing strategies. Yan Guo and Shibao Guo investigated the “discrepancies” between internationalization policies in a Canadian university and the experiences of internationalization of 26 international students through qualitative interviews. While the students had a positive idea of “internationalization” and institutions becoming more “global,” many students described facing “difficulty developing friendships with local students,” as one student stated that domestic students “do not want to understand international students” (Guo & Guo, 2017, p. 858). The participants described limited interaction between international students and domestic students outside of classes, and many participants experienced having to deal with stereotypes and racism from domestic students, such as discrimination due to English language proficiency or accents. As one student stated, “on the surface” Canadians are “very friendly” and “won’t discriminate against you,” but “there is a deep-rooted racism” (Guo & Guo, 2017, p. 860). I believe Guo & Guo’s (2017) noted “discrepancies” connect to how the multicultural narrative implemented in university recruitment materials may be “surface-level” and contain an omission of the relationships between international and domestic students.

These “discrepancies” between Canada’s multicultural narrative and the university recruitment materials can also translate into students’ decisions to stay in Canada after their studies, and may connect to the barriers created by the “Express Entry” policy in obtaining permanent residence. Netierman et al. (2021) found that many international students recalled experiences with racism and discrimination, and one student described that after interactions with other students in Canada, she felt she “might not be welcome in Canada,” making her reevaluate plans she had to stay in Canada post graduation (p. 53). As Pizarro (2017) states, university recruitment constructs a “promise of a specific experience” which may lead to “resentment and discontinuation of study” when the promise is unfulfilled (p. 54). University promotional materials may omit the relationship between international and domestic students as the actual “experience” of this relationship in terms of exclusion, racism, and the perpetuation of stereotypes would contradict the multicultural narrative of Canada as an accepting nation. This idea would coincide with Buckner et al (2021) which analyzed sixty-two “internationalization strategies” of higher education institutions in Canada, the U.S., and the U.K., and found that the documents continually repeated terms such as “diversity” and “culture,” but terms such as “ethnicity” and “race/racial” were absent or avoided (pp. 37-42).

MacEachern argues that universities as institutions deliver similar outcomes, so many institutions have developed “unique strategies” to attract international students (James-MacEachern, 2018, p. 249). In Canada, a “unique strategy” of international student recruitment can include promoting the national identity of a multicultural nation, or the “cultural mosaic” concept that different cultures and identities can distinctly exist within the larger Canadian society. It should be noted that I am not arguing that Canada is a perfect multicultural nation, or that other countries are not multicultural. Rather, multicult-

turalism is already entrenched in Canadian identity and policy, so I believe the language in the promotional materials from universities may connect to the perception of Canada as an accepting, multicultural nation. While the past literature establishes Canada in the global competition for international student recruitment, there is a lack of clear research regarding the implementation methods of this multiculturalism narrative into recruitment tools.

## Data

Online data was collected from both the University of British Columbia and the University of Toronto. For the University of British Columbia, data was collected from 8 promotional videos that mention “International Students” in the title on the UBC Prospective Undergraduate YouTube page. Additionally, information from the web page titled “UBC’s International Student Guide,” and a post on the UBC News web page “Ten Things to Know About International Student Enrollment” were also collected. For the University of Toronto, 2 promotional videos, with a longer running time than UBC’s videos, that mention “International Students” in the title from the University of Toronto YouTube page were included. The University of Toronto Student Life web page titled “Centre for International Experience,” as well as the web page titled “University Life-Toronto and the Greater Toronto Area,” were also collected as data. For titles of videos and more details about each source, see Appendices A and B.

Each video was analyzed for recurring words and expressions individually through quotations, and then connections between quotations in all of the videos were categorized based on common themes of: “multiculturalism,” “diversity,” “individuality,” “belonging,” “university environment,” and “community.” These two case studies of UBC and U of T cannot be generalized to all Canadian universities, but instead provide an insight into how the two largest universities in Canada attract international students with online tools. Rather than focusing on the universities with the highest population of international students based on Maclean’s or Times Higher Education rankings, UBC and U of T were analyzed because they both have high overall student enrollment and use comparable online promotional strategies, including a YouTube channel and web pages. Both schools have consistently been ranked within the top three universities in Canada according to Times Higher Education, and in terms of “prestige” and “reputation,” both have gained comparable name recognition in and out of the country. Both universities have a similar proportion of international students, and as such, I expect the results of my analysis to likely be similar in terms of the strategies implemented. Additionally, UBC and U of T were the best case studies for analyzing online materials as the recruitment strategies of smaller Canadian universities are focused on in-person information sessions and workshops with recruiters, and therefore could not be included in this study.

## Findings

### Open Immigration Policies and Access to Resources

On both UBC's "International Student Guide" website, as well as U of T's "Centre for International Experience" website, the first resource listed is about traveling to Canada and information about what documents international students need to study in Canada. Both websites offer advising or workshops to help international students understand immigration, travel documents and policies. Similarly, one of the first topics covered in the U of T video titled, "How to Apply to U of T: OUAC and International Application," is whether Canadian citizenship is a factor in deciding which application should be completed. The recruitment representative clarifies the difference between the applications is based on whether the student has previously studied in Canada, rather than citizenship. This focus on immigration resources and information illustrates how open immigration policies are a large consideration for international students deciding where to study, and how specific immigration policies, such as the Express Entry policy, can influence international student enrollment.

One common theme among the promotional materials at both universities is the idea of international students making the university "home," which coincides with Canada's "study and stay" approach to international student recruitment (Reichert & Bouajram, 2021). For example, in the UBC video titled "UBC-embracing differences," when discussing the differences between Mexico City and UBC, a student said "UBC is 'home-y,' it just feels like home." Similarly, the U of T video "International Students Talk About the University of Toronto" considers how the first-year residences allow students to feel more at home by making meals together.

### Multicultural Narrative: Maintaining Identity and Diversity While Finding Community

Through the use of language in the international student recruitment videos and websites, the University of British Columbia and the University of Toronto emphasize how both the institutions and Canada as a whole promote "diversity" and "multiculturalism." A recurring message in all of the materials was encouraging international students to "be yourself." For example, in the recruitment video by U of T, a student from Dubai stated, "Diversity is more than just diversity and culture and colour. It's more about diversity and interest in Canada. You can literally be anyone in Canada." Similarly, in one of the videos posted by UBC Prospective Students titled "International Students at UBC," a student expressed UBC as a "very unique, yet a happy and multicultural environment—that is what I really like about UBC." In the same video, a student expanded the idea of multiculturalism to Canada, "I think in many ways Canada can be a role model to every

country- not in the sense that they have it figured out, but they are on the way of figuring it out.” This quote relates well to Canada’s multiculturalism narrative, as Canada may not be a perfect model of multiculturalism, but it is a common association with the national identity, and may affect international student enrollment and perception of Canadian universities within the global context.

Another recurring message in both university recruitment campaigns was the concept of “community” and “fitting in.” These themes are connected to multiculturalism and the recruitment videos at UBC because they describe “finding your community” as finding a place specifically within the UBC community, rather than Canada as a whole. For example, in the UBC “International Students-How to make New Friends” video, a student advises, “You don’t have to fit in everywhere- just be yourself and you will find a group that will be like you.” This theme promotes the idea of students at UBC belonging to a larger, collective society, but also being safe to maintain their identity and a smaller community that is compatible with their values. Similarly, in the U of T video titled, “International Students Talk about the University of Toronto,” one student discusses how at the “St. George campus, I feel as if I have a community, but just a few steps outside and I’m in the heart of the city.” The clear contrast between the campus and the downtown area of Toronto establishes the school as being a source of community, while still considering how this community fits into the larger Canadian landscape.

It is interesting that the majority of videos from UBC equate the sense of “community” with the school, such as in the video titled “Finding Your Community,” the first-year student finally “found their community” through a Work Learn position that allowed them to meet people with similar interests. Even the video titled “Culture Shock” was not based around fears of culture shock when traveling to Canada for the first time, but rather how the “diversity of UBC was a shock.” The deliberate decision to focus on the “diversity” of UBC rather than actual concerns about racial discrimination coincides with Buckner et al. (2021), as the language promotes the positive aspects of “diversity” and “culture” while ignoring how “culture shock” may be a serious concern for international students moving to Canada. The student elaborated, “there isn’t one way to ‘be’ a UBC student.” Promoting the idea of “fitting in” and “finding a community” within UBC rather than Canada as a whole relates to multiculturalism because students are encouraged to express their individual and cultural identity in the university culture, and then consider how that fits into the larger Canadian society. The expression of individual identity within the context of a larger society is also included in U of T’s annual “What’s Your Story?” photo contest, which is promoted as a celebration of international and exchange students. Promoting artistic expression of international and exchange students demonstrates U of T’s advocacy of a global relationship between higher education institutions, as well as the importance of locating individual identity within a larger society.



### **“Selling Points”: Environment, Safety, and Individual Experience**

Considering universities as businesses, we can determine possible “selling points” and marketing techniques that influence international student enrollment. A common theme among all of the promotional materials was the discussion of the environment and climate. Each video and website had images of the environment and the landscape of the campus. For example, across the UBC videos were images of skiing and snow, lush green trees and grass, as well as the modern and historical architecture on campus. Similarly, the U of T student life website labels Toronto as a “diverse and urban center.” As one student demonstrated in the “International Students Talk About the University of Toronto” video, the environment and climate can be important deciding factors in international recruitment. As the student stated, “I looked at the pictures of the green campus, and decided- I am going there.”

Another “selling point” mentioned across the data was the feeling of general safety on campus and in Canada. For example, the UBC videos “International Student Experience at UBC,” and “International Students at UBC,” describe Canada as a “very safe and welcoming place.” Similarly, one student in the U of T video “International Students Talk About the University of Toronto,” discussed how he “feels very safe on campus and very safe in the city.” While this feeling of safety would not be universal across all students, safety is likely an important factor in international student enrollment when deciding to move far away to a new environment. This corresponds with Reichert and Bouajram’s (2021) note that promoting Canada as a “safe and secure environment” has been influential in establishing Canada as an “appealing” country for international study (p. 314).

Lastly, James-MacEachern’s (2018) argues that since university marketing is often very similar, distinguishing factors among institutions are “often at the individualized level, providing specific details beyond rankings” (p. 258). Both UBC and U of T include their university rankings as well as possible academic opportunities within many of the promotional videos. However, it is also evident that both institutions have chosen a strategy of emphasizing testimonies and stories from individual students, as the “International Students Talk about U of T” video, and all of the UBC promotional videos, focus on a small number of current international students discussing their experiences. The focus on individual experience aids in constructing a “promise of a specific experience” for international students, which is likely influential in distinguishing UBC and U of T from other universities within Canada and on the global scale (Pizarro, 2017, p. 54).

### **Relationships Between International and Domestic Students**

While it is not the central focus of this paper, there is an interesting lack of research regarding how international student promotional tools are tied to the viewpoint of domestic students, as well as the general Canadian population. For example, the “UBC

News” article discusses “Ten Things You Should Know About International Students,” and considers the question, “Do International Students ‘take spots away’ from domestic students? Are International students subsidized by B.C. taxpayers?” (UBC News, 2017). Even though the article discusses how the answer to both of these questions is no, the fact that these questions are continually asked by Canadian residents and domestic students implies that some underlying motives of international student promotional materials may be to educate Canadian residents and domestic students on the benefits of internationalization in universities, in addition to recruiting international students directly.

The lack of focus on the relationships between international students and domestic students is also reiterated throughout the promotional videos. While the videos discuss how Canada is a nice place to live, the personal relationships discussed in the videos are specific to that of international students, with no discussion of the relationship between international and domestic students. For example, both the University of British Columbia and the University of Toronto videos discussed how classrooms are filled with people from different countries, and in the UBC video titled “International Student Experience at UBC,” one student discussed how you will meet and make friends with students who are in the “same boat” studying far away from home. As a marketing strategy, it makes logical sense that the promotional videos are trying to make international students feel more comfortable as there will be other international students in the same situation. However, the omission of how domestic and international students interact in the videos is an interesting finding that could contradict Canada’s perceived national “multicultural” narrative if studied further in the future.

## Conclusion

Within previous research, higher education institutions in Canada, Japan, and the U.K. vary in their recruitment practices in terms of institutional culture, government policy, and historical structures (James-MacEachern, 2018). This study aimed to consider how the adoption of “multiculturalism” as essential to Canada’s identity could be considered a marketable “survival strategy” in order for Canada to compete in the global competition for international students, as these two universities are dependent on international student tuition due to decreased provincial funding. While previous literature has focused on national policy, intended “internationalization strategy” documents, and studying recruitment officers at higher education institutions, this study differs by focusing on the online recruitment tools of two universities that are comparable in global ranking, national policy, and size of university. The promotional materials at these two universities reconfirms that “selling points” of highly-ranked global universities include environmental factors as well as communications of diversity and inclusivity (Saichaie & Morphew, 2014; Pizarro, 2017; Reichert and Bouajram, 2021; Buckner et al., 2021).

However, in terms of “student life” as a selling point, this study illuminates how an omission of a relationship between international students and domestic students may contradict the constructed “multicultural narrative” of Canada, as well as demonstrates how recruitment materials may leave international students “unfulfilled” with the “expected experience” outlined in promotional materials (Pizarro, 2017). This draws attention to an area requiring further research, as it would be helpful to investigate whether this omission is actually due to a lack of relationship between international and domestic students. Additionally, the research shows how the language of recruitment materials mirrors contradictions within Canadian immigration policies for international students. Data across both UBC and U of T were found to relate to Canada’s perceived narrative as a multicultural nation and the metaphor of a “cultural mosaic,” by consistent use of phrases such as “be yourself,” and how there is no one way to be a “Canadian.” This incorporation of Canada’s multiculturalism could indicate a “study and stay” approach to international students (Reichert & Bouajram, 2021). However, recruitment materials also specify students “finding their community” in terms of the labour market, or finding friends with people who are “in the same boat” studying far away from home. The distinct discussion of “finding your community” within the university, rather than Canada as a whole, demonstrates the challenges the “Express Entry” immigration policy places on international students hoping to attain permanent residency (Sá & Sabzalieva, 2018). Ultimately, these narratives of assimilation through the labour market, or encouraging interactions between international students rather than domestic students, could indicate the “multicultural” narrative that Canadian universities promote may need to be questioned.

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## Appendix A

Table A1. UBC Promotional Video Materials.

Title	Year	Source	Video Description	Link
“International Students at UBC”	2012	UBC Prospective Undergraduates YouTube Running Time: 1:56 Minutes	International students at UBC describe the “international community at UBC and what it’s like to live in Canada.”	<a href="https://www.youtube.com/watch?v=P1zwa2wFuzU">https://www.youtube.com/watch?v=P1zwa2wFuzU</a>
“International Student Experience at UBC”	2013	UBC Prospective Undergraduates YouTube Running Time: 3:35 Minutes	Four international students discuss their experience studying at UBC.	<a href="https://www.youtube.com/watch?v=NG4n4jbyEBU">https://www.youtube.com/watch?v=NG4n4jbyEBU</a>
“UBC International Students- Embracing Differences”	2019	UBC Prospective Undergraduates YouTube Running Time: 0:41 Seconds	Fifth-year science student from Mexico City discusses the change in climate at UBC and advice she would have given herself in first year.	<a href="https://www.youtube.com/watch?v=o1GksUTu77c">https://www.youtube.com/watch?v=o1GksUTu77c</a>
“UBC International students -How to Make New Friends”	2019	UBC Prospective Undergraduates YouTube Running Time: 0:51 Seconds	First year Arts student from Moscow, Russia discusses the fear of not fitting in and making new friends.	<a href="https://www.youtube.com/watch?v=v5RDpDKsO_c">https://www.youtube.com/watch?v=v5RDpDKsO_c</a>
“UBC International Students- Getting Involved”	2019	UBC Prospective Undergraduates YouTube Running Time: 0:43 Seconds	Fourth-year commerce student from Indonesia discusses how involvement in UBC Jumpstart and different clubs helped him adjust to living in Canada.	<a href="https://www.youtube.com/watch?v=esGAKQSw3TY">https://www.youtube.com/watch?v=esGAKQSw3TY</a>
“UBC International Students- Finding Your Community”	2019	UBC Prospective Undergraduates YouTube Running Time: 0:39 Seconds	Third-year engineering student from Cameroon discusses the challenge of adjusting to UBC with a full course load, and how a Work Learn position helped her find a sense of community.	<a href="https://www.youtube.com/watch?v=jkbsYWKKNQ0">https://www.youtube.com/watch?v=jkbsYWKKNQ0</a>
“UBC International Students- Making Your first Connections”	2019	UBC Prospective Undergraduates YouTube Running Time: 0:38 Seconds	Sociology student from Uganda discusses how he felt a part of the UBC community even before applying, and how he made connections in first year.	<a href="https://www.youtube.com/watch?v=Mq4DlVFJlPw">https://www.youtube.com/watch?v=Mq4DlVFJlPw</a>
“UBC International Students- Culture Shock”	2019	UBC Prospective Undergraduates YouTube Running Time: 0:32 Seconds	Fourth year Economics student from New Delhi, India discusses diversity at UBC and her experience moving to Canada.	<a href="https://www.youtube.com/watch?v=TafnaKpdNzl">https://www.youtube.com/watch?v=TafnaKpdNzl</a>

**Table A2.** UBC Website Materials for Promoting International Student Enrollment.

Title	Year	Description	Link
“Ten Things to Know About International Student Enrollment” -UBC News	2017	Pamela Ratner, UBC vice-provost and associate vice president of enrollment and academic facilities, answers the top ten questions about international students studying at UBC.	<a href="https://news.ubc.ca/2017/08/28/ten-things-to-know-about-international-student-enrolment/">https://news.ubc.ca/2017/08/28/ten-things-to-know-about-international-student-enrolment/</a>
“International Student Guide” - UBC Student Services	2021	Allocation of resources for beginning international study at UBC, as well as resources for while international students are at UBC.	<a href="https://students.ubc.ca/international-student-guide">https://students.ubc.ca/international-student-guide</a>

## Appendix B

**Table B1.** U of T Recruitment Video Materials

Title	Year	Source	Description	Link
“International Students Talk About the University of Toronto”	2015	University of Toronto YouTube Running Time: 5:34 Minutes	International students at U of T discuss their experiences at U of T and why they chose to study at U of T.	<a href="https://www.youtube.com/watch?v=yxQiuoKhtvs">https://www.youtube.com/watch?v=yxQiuoKhtvs</a>
“How to Apply to U of T: OUAC 105 & International Application”	2020	University of Toronto YouTube Running Time: 21:43 Minutes	Discussion of application requirements and English Language proficiency requirements for potential applicants outside of Ontario.	<a href="https://www.youtube.com/watch?v=4dCWJbB6VNQ">https://www.youtube.com/watch?v=4dCWJbB6VNQ</a>

**Table B2.** U of T Recruitment Website Materials

Title	Year	Description	Link
“Centre for International Experience” -Student Life University of Toronto	2021	Allocation of resources for current and potential international students at U of T- includes a photo contest.	<a href="https://studentlife.utoronto.ca/department/centre-for-international-experience/">https://studentlife.utoronto.ca/department/centre-for-international-experience/</a>
“University Life- Toronto and GTA”- University of Toronto	2021	Description of Toronto and GTA as a “Diverse Urban Centre.”	<a href="https://future.utoronto.ca/university-life/toronto-gta/">https://future.utoronto.ca/university-life/toronto-gta/</a>