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Student-Focused Immigration Advising as a RCIC

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Overview

- Looking back
- Looking forward
- University of Waterloo model and statistics
- Code of Professional Ethics
- Being a RCIC/RISIA and an ISA
- Entering into and managing client relationships
- Scenarios

Looking back

- Bill C-35 came into force June 30, 2011
- Section 91 of Immigration and Refugee Protection Act (IRPA)
- May 24, 2013
- Steps taken at UWaterloo

Looking forward

- Ongoing impact on International Student Advisor profession
- More positives than negatives
- New hiring criteria
- Student expectations

UWaterloo student statistics

- 31,383 total undergraduates
 - 64% in a co-op program
- 4,905 (16%) international undergraduates
 - 52% in a co-op program
- 5,291 total graduate students
 - 5% of all Masters in co-op
- 1,729 (33%) international graduate students
 - 4% of all Masters in co-op

UWaterloo faculty specific statistics

- AHS
 - UG 2% 50/2253
 - G 5% 33/653
- Arts
 - UG 6% 421/6736
 - G 15% 115/755
- Engineering
 - UG 15% 1050/6967
 - G 45% 818/1810
- Environment
 - UG 10% 220/2316
 - G 22% 121/559
- Math
 - UG 37% 2556/6823
 - G 42% 367/876
- Science
 - UG 9% 511/5442
 - G 44% 272/611

Student Success Office International Student Advising

- Manager of International Student Advising and 3 International Student Advisors
- Large number of undergrad co-op students
- Spring term
- Advise admitted international students to 6 months after last term of their degree
- In 2016:
 - 5,153 international students advised
 - 3,276 in-person drop-in advising

Additional Immigration services on-campus

- Office of General Counsel
 - Manager of Immigration & Visa Support Services
 - Immigration Specialist for international faculty, staff (includes visiting scholars and Post-Docs)
- Renison University College
 - International Experience Advisor

ICCRC Code of Professional Ethics

- 5.1 Duty of Continuing Competence
- 5.3 Obligation if Not Competent
- 8.1 Maintenance of Confidentiality
- 8.3 Protection of Confidential Information
- 9.1 Prohibition Where Conflict
- 11.2 When Withdrawal Optional

Being a RCIC/RISIA and ISA

- Code of Professional Ethics vs. Ethical Behaviour and Code of Conduct policies
- Confidentiality vs. Protection of Privacy Act
- Responsibility
- Type of relationship
- Consistency across unit
- Candor
- Documentation
- Choice of clients
- Scope of service

Entering into relationships with students

What are your intake procedures?

How much should we rely on a student's self-diagnosis?

What access do you have to student information?

Does the student have to be present when advising dependents?

Retainer Agreement Regulations

- Definition of a client
- Initial Consultation Agreement
- Retainer for pro bono services
- Confidentiality statement

Where to go from here?

How can we expand the ISA profession with regards to immigration?

- Workshops
- Templates
- Consultant for other staff on campus
- Expanding immigration knowledge
- Expand client base
- Best ways to help student

Managing Relationships Scenarios

- Description of international student
- How would you manage the relationship with student
- Relevant immigration rules

Scenario #1 - Part 1

A student comes into your office at 4:30 with a very quick question about his TRV application. He says he has class across campus and doesn't want to be late. He says that he applied online 2 weeks ago and the estimated processing time on the website is 1 week. He wants to get it in time to go back home on December 20th, 2016 for the holiday break.

Scenario #2 - Part 1

A student completed her Masters Spring 2016 and final grades were out September 9/16. The student has a Bachelors degree from another university in Ontario. She applied for the Post-Graduation Work Permit after that degree, but decided to pursue a Masters 2.5 years later.

Scenario #3 - Part 1

A student comes into your office asking about the requirements to work off-campus. You ask him some questions about his academics trying to assess his situation. There is uncertainty in the way the student answers and his story changes over the course of the conversation.

Scenario #4 - Part 1

A student comes into your office with questions about Canadian citizenship. He says he is in his 2nd year of an Engineering co-op program. He recently heard that after being in Canada for 4 years, you can apply for citizenship. He completed a Bachelors of Science prior to his Engineering degree. He also heard that he can apply if he has 1 year of work experience in Canada and that he will be doing his 3rd co-op next term.

Scenario #5 - Part 1

The student's SP expired November 1, 2016.

Your feedback is important to us!

Please take a moment to submit the evaluation
for this session.

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Thank you!