

2019–2022

# Algonquin College International Strategic Plan

Empowering globally minded learners

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*“By making it easier for global talent to come to Ontario, we can be more innovative, forge international partnerships, and drive economic development and positive social change. By putting students first — exposing them to diverse perspectives and providing them with opportunities to study abroad — we can graduate global citizens who will thrive in today’s borderless market.”*

**Educating Global Citizens:  
Ontario’s International Postsecondary  
Education Strategy**  
*Ministry of Training, Colleges and Universities*

# GROWING STRATEGICALLY, LEADING WHERE WE EXCEL

International postsecondary education used to be a “nice to have”. It gave students the chance to see a bit of the world, helped forge positive ties between countries and provided institutions a revenue boost. All this may still be true, but the context has shifted dramatically. Today, international postsecondary education is a social and economic imperative — essential to skills development, innovation and preparing learners for successful lives and careers in a global civilization.

The global market for transnational education — “virtual and physical forms of cross-border education” — has doubled since 2000 and is still growing.<sup>1</sup> Competition for international students is intensifying. Established leaders like Australia, New Zealand, the UK, the U.S. and Canada are now being joined in the international education marketplace by countries like China, Japan, Malaysia and Ireland. In Ontario, initiatives led by Colleges and Institutes Canada (CICan) and government to streamline study permits have generated unprecedented interest in, and growth of, the province’s college sector.

These trends have significantly affected Algonquin College. International enrolments, short term student, faculty exchanges, and offshore government-funded international capacity development have grown steadily. Given all of this, it was time to update Algonquin’s international strategy — and connect it with College’s mission to transform hopes and dreams into lifelong success, in Canada and across the globe.

## ENSURING STRATEGIC ALIGNMENT

Algonquin College’s plan for international education exists within a broader strategic context. In 2018, the Government of Ontario unveiled a new international postsecondary education strategy aimed at helping Ontario postsecondary students become “global citizens” and ensuring international postsecondary education is both sustainable and contributes to Ontario communities and the provincial economy.

Algonquin College has its own *2017–2022 50 + 5 Strategic Plan*, with goals to be learner-driven, innovative, connected, sustainable, and an exceptional place to work.

In updating our international strategy — the first refresh since the inaugural version of 2014 — we know we have to align with these College-wide ambitions. We also know the international piece needs to complement and support the College’s other strategic plans, including the:

- Learner Driven Plan
- People Plan
- Indigenous Plan
- Discover, Applied Research and Entrepreneurship (DARE) Plan

### What is a “global citizen”?

According to the Haverford College Center for Peace and Global Citizenship:

*...we mean the imperative to resist parochialism and to take responsibility for the consequences of our actions in a world where individuals, communities, nations, and the environment are inextricably intertwined. The prerequisite for global citizenship is knowledge — knowledge about the ties that bind us in domestic and global communities and the forces that rend us asunder; knowledge about the uses and misuses of power, and the beneficent and unfortunate consequences of public policy; and knowledge about peoples and cultures at distant removes from ourselves with whose lives we are nevertheless interlinked.*

<sup>1</sup> European Association for International Education (2013). *The key elements of transnational education*. <https://www.eaie.org/blog/key-elements-transnational-education-tne.html>

In March 2017, the College's Board of Governors set out clear direction for the refresh, directing the updated international strategy to:

- Be clear about the College's reasons for pursuing international education;
- Align with the full capabilities of the College, not just its International Education Centre;
- Be based on data about the College's own experience with international education, knowledge of best practices and awareness of competitors; and
- Consider a broad range of possibilities and potential students.

With all of the above in mind, a Working Group and Advisory Committee was formed, and a formal consultation process using the *Playing to Win* framework (refer to page 9) was launched in September 2017. The system-wide labour disruption temporarily halted progress over the Fall term. Meetings resumed in March 2018, held through open information sessions and meetings with key stakeholders. A first draft of the Advisory Committee's work has been distributed across the College for feedback and further consultation. Once completed, a final document will be presented to the Board of Governors in the Spring of 2019.

*Figure 1. International Strategy Development Timeline*



Consultations included:

- College Academic Council (CAC)
- Chair's Council (CC)
- Strategic Enrolment Management Committee (SEMC)
- Algonquin College Leadership Team (ACLT)
- Ottawa Campus open session
- Pembroke Campus open session
- Innovation and Strategy (Area 4) open session
- Feedback from other colleges and universities through the Ontario Association for International Education
- Ongoing feedback through a strategic refresh website

*A breakdown of inputs from these various consultations can be found in Appendix B.*

The following pages provides an explanation of the Advisory Committee's proposal for the College to focus on a single, well-defined, and ambitious goal for international education:

**To develop and empower globally minded learners with the skills and experience to build sustainable, diverse communities.**

# CANADA AND THE GLOBAL CONTEXT

Canada is currently the world's fourth most popular destination for international students,<sup>2</sup> with a reputation for providing high-calibre technical–vocational postsecondary education. In 2015–2016, 11% of postsecondary students in Canada were international.<sup>3</sup> By 2022, in Ontario alone, that proportion is likely to double.<sup>4</sup> Every year, Canadian colleges host some 50,000 international learners.<sup>5</sup>

According to the Canadian Bureau for International Education, Canada saw a 119% increase in international students between 2010 and 2017.<sup>6</sup> It cites the three main reasons for international students choosing Canada as:

1. The quality of our education system
2. Our reputation for having a tolerant and non-discriminatory society
3. Our reputation as a safe country

Ninety-five percent of international students recommend Canada as study destination. More than half (51%) say they plan to apply for permanent residence when they're done — underscoring the strong potential of international education to support Canada's multi-year immigration plan, which aims to see nearly a million new permanent residents settle in Canada by 2020.<sup>7</sup> International education can contribute to this process, both directly and through related offerings such as student settlement services.

## COMPETITION IS GETTING TOUGHER

While Canada is faring well, international education is becoming increasingly competitive, not only among established players like the United Kingdom, the United States, and Australia but also among newer entrants. Smaller countries such as Ireland and Malaysia, are ramping up their efforts to attract international learners. As China's university system matures, the country is growing its base of domestic students and drawing those from other countries.

Many nations' international postsecondary strategies centre on similar themes. New Zealand's, for example, calls for an “excellent education and student experience,” “sustainable growth” and the development of global citizens.<sup>8</sup> Australia's three pillars aims to strengthen its fundamentals while making transformative partnerships and competing globally.<sup>9</sup>

Canada and Algonquin College cannot afford to rest on our laurels. Being clear about what differentiates us is essential to presenting a clear “value proposition” to students who have more choices than ever before.

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<sup>2</sup> Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

<sup>3</sup> Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

<sup>4</sup> Ministry of Advanced Education and Skills Development (2018). *Educating Global Citizens: Ontario's International Postsecondary Education Strategy*.

<sup>5</sup> Colleges and Institutes Canada. <https://www.collegesinstitutes.ca/what-we-do/international/international-recruitment/>.

<sup>6</sup> Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

<sup>7</sup> CIC News (November 2017). *Canada to Welcome Nearly One Million New Immigrants Through 2020*. <https://www.cicnews.com/2017/11/canada-welcome-nearly-one-million-new-immigrants-through-2020-119798.html#gs.iySGhu8>

<sup>8</sup> New Zealand Government. *International Education Strategy 2018–2030*. <https://enz.govt.nz/assets/Uploads/International-Education-Strategy-2018-2030.pdf>

<sup>9</sup> Australia Government. *National Strategy for International Education 2025*.

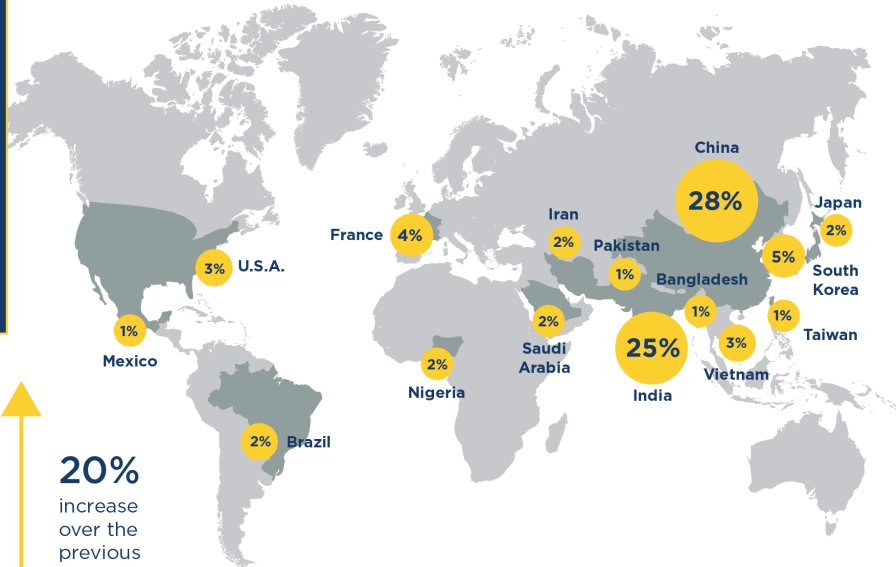
[https://nsie.education.gov.au/sites/nsie/files/docs/national\\_strategy\\_for\\_international\\_education\\_2025.pdf](https://nsie.education.gov.au/sites/nsie/files/docs/national_strategy_for_international_education_2025.pdf)

Canada's Performance and Potential in International Education

# International Students in Canada 2018

**494,525**  
international  
students in  
Canada at all  
levels of study in  
**2017**

Where do inbound students come from?



**119%**

increase in  
international  
students in  
Canada between  
**2010-2017**

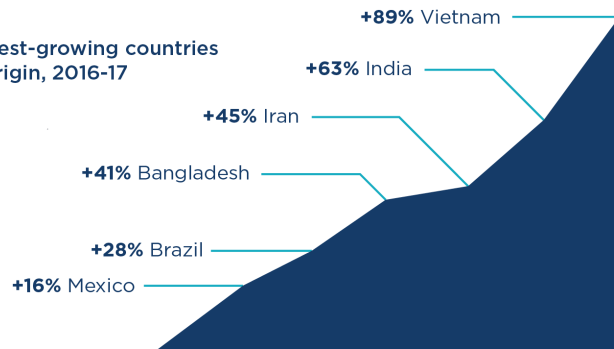


**20%**  
increase  
over the  
previous  
year

“The most positive part of my study experience in Canada has been the guidance I received from my professors. The quality of education is outstanding.”

- Natural Sciences student from Egypt

Fastest-growing countries  
of origin, 2016-17



Top **3** reasons international students choose Canada<sup>2</sup>

- 1 The **quality** of the Canadian education system
- 2 Canada's reputation as a **tolerant** and **non-discriminatory** society
- 3 Canada's reputation as a **safe** country



of international students  
**recommend Canada** as a  
study destination<sup>3</sup>



of international students  
plan to apply for **permanent  
residence in Canada**

Source: A World of Learning  
Canada's Performance and Potential in International Education 2016  
cbie-bcei.ca




Canadian Bureau for  
International Education

Canada's Performance and Potential in International Education  
**Canadian Students Abroad**

**2016**

Only **2.3%**  
 Of university students  
 went abroad in the  
 2014-15 academic year<sup>1</sup>

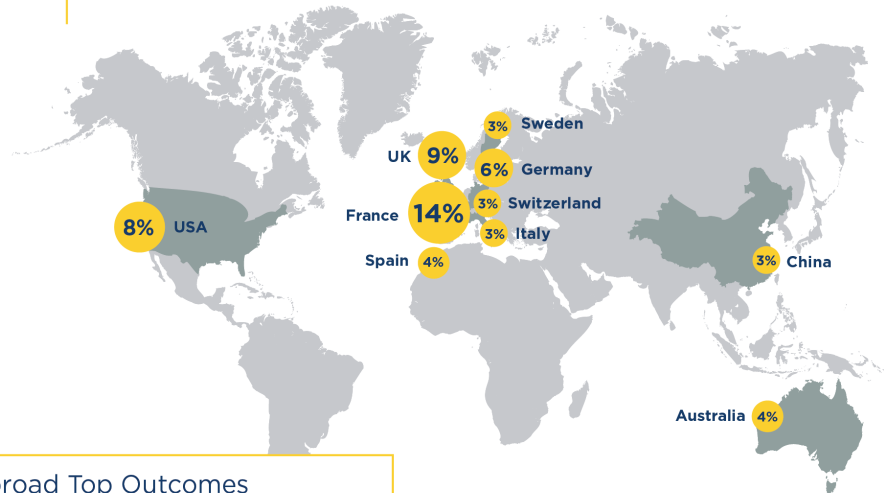
**7**   
 in 10 mobile students agree  
 that their experience abroad  
 influenced their  
**career choice**

**2/3**   
 of mobile students agree  
 that their experience abroad  
 influenced their  
**academic path**

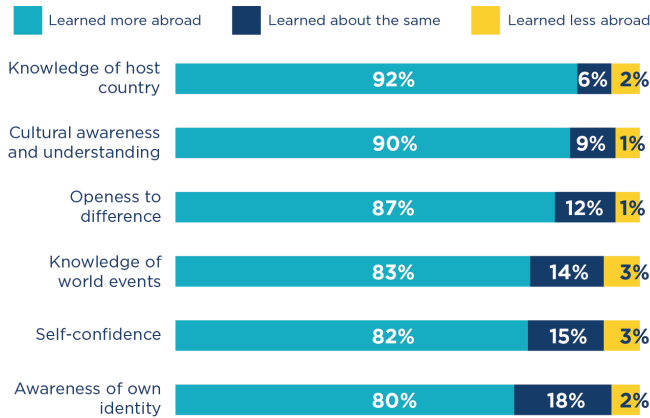
Top Five Fields of Study of Outbound Students<sup>2</sup>



Top 10 Destinations for Outbound Students

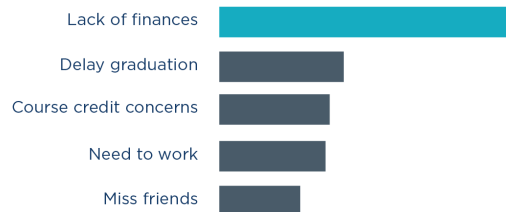


Education Abroad Top Outcomes



Greatest Barrier to Education Abroad: Cost

**80%** of students require **financial assistance** in order to participate



Better career outcomes: **“ I was recently hired for my first job with a company in Quebec - my cross cultural experience and French language experience definitely helped me get noticed and land this amazing position. ”**

- Undergraduate student with education abroad experiences in the UK and France

**60%**

of students **received credit** on their Canadian transcript for their most recent experience abroad

<sup>1</sup> Based on data submitted by 30 participating universities. Includes undergrad and graduate students participating in credit and non-for-credit experiences  
<sup>2</sup> All data, unless otherwise specified, is derived from CBIIE's 2016 Education Abroad Student Survey of 7000+ students from 35 Canadian Universities and colleges/polytechnics.

## MOBILITY MATTERS

While students from other countries tend to see themselves as preparing for the global economy, Canadian students seem to think more locally about their opportunities. Today, 2.3% of Canadian university students study abroad (i.e., take advantage of “mobility”), compared to 30% of Germans and 50% of Australians.<sup>10</sup> A September 2018 survey undertaken by Algonquin College staff yielded similar findings, with the Heads of International Education at 13 Ontario institutions saying less than 1% of Ontario College students participate in study/work abroad each year, with few funding supports.<sup>11</sup> The Study Group on Global Education, an independent group of educational leaders, business executives and policy experts calls for a dramatic increase in the number of Canadian university and college students participating in international study and traineeship experiences abroad. “These experiences are vital to prepare young Canadians – and Canada – to meet the challenges an increasingly complex and competitive world. Mobility abroad fosters the 21st-century skills that Canadian companies say they want in employees: adaptability, resilience, teamwork, intercultural awareness and communication skills”.<sup>12</sup> As more countries send more students abroad to gain global experience, Canada must increase its own numbers or risk falling behind.

# INTERNATIONAL EDUCATION AT ALGONQUIN COLLEGE

Our College has seen significant growth in international education over the past several years, in virtually all dimensions: onshore at our Canadian campuses, offshore at campuses abroad and transnationally (i.e., through activities outside of direct recruitment into programs of study). Like other Ontario colleges and Canadian post-secondary institutions, student mobility remains an area demanding attention and strategic effort to grow.

## HIGH GROWTH IN ONSHORE ENROLMENT

Onshore activities at Algonquin College include core postsecondary education programs, English as a Second Language (ESL) training, contract training, and student and faculty exchanges. Between 2010 and 2017, international enrolments rose by 192%.

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<sup>10</sup> Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

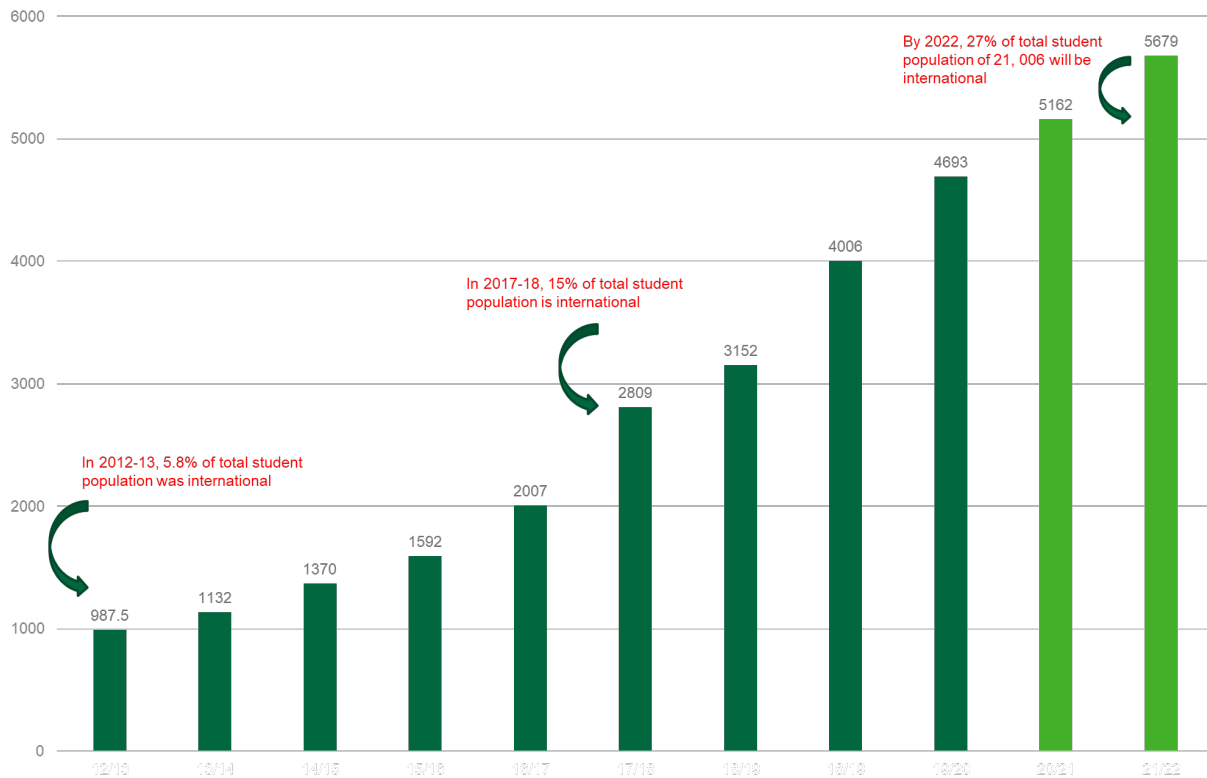
<sup>11</sup> Study Abroad Ontario (2018). Survey findings.

<sup>12</sup> Study Group on Global Education (2017). *Global Education for Canadians: Equipping Young Canadians to Succeed at Home and Abroad*. <http://goglobalcanada.ca/>



Figure 2. Onshore Enrolment on the Rise

International Student Growth: Unique Individuals



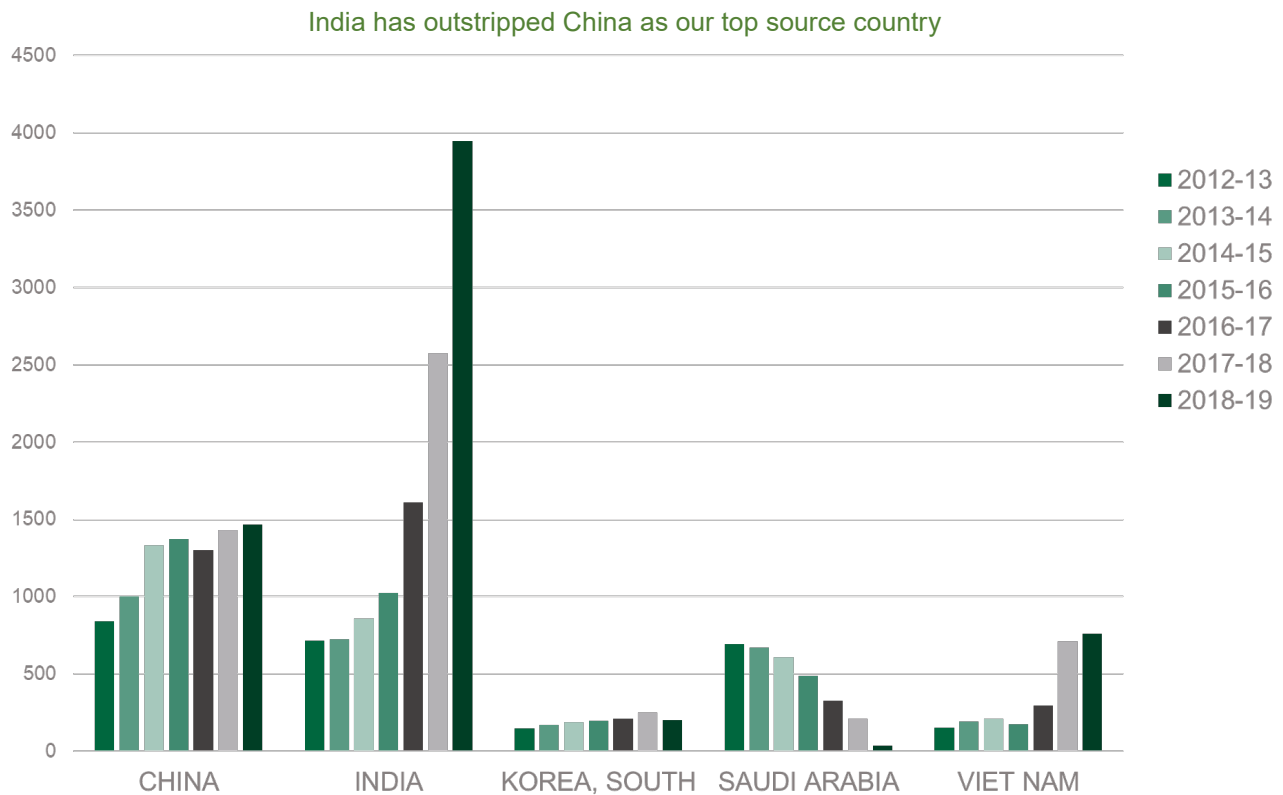
**Where our international students come from**

Most international students come to Canada from China (28%), India (25%), South Korea (5%), France (4%) and the U.S. (3%).<sup>13</sup> Algonquin’s draw is largely the same, with the exception of attracting more students from Vietnam than from France.

We have seen a large jump in students from India, and more modest but still significant growth in enrolments from Vietnam and China. Enrolments from Saudi Arabia have fallen with the elimination of sponsorships for its students to study abroad.

<sup>13</sup> Canadian Bureau for International Education (2018). <http://cbie.ca/media/facts-and-figures>

Figure 3. Top Five Sources of International Students for Algonquin College



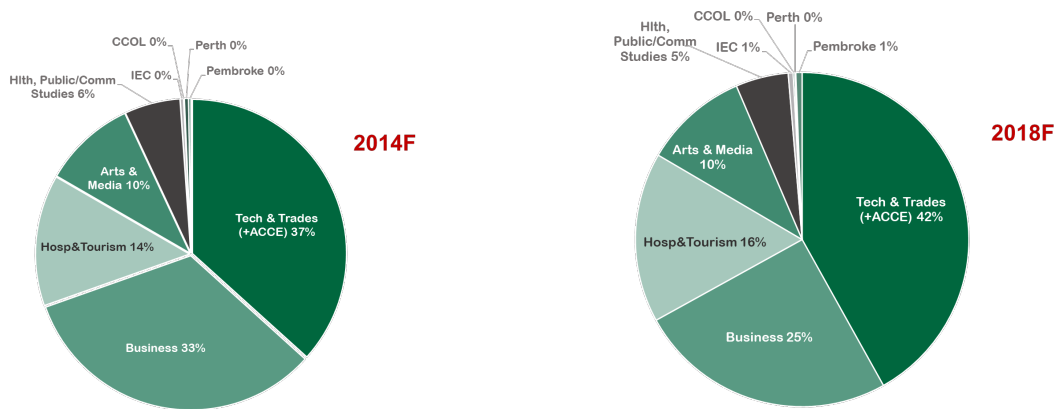
**Top programs of enrolment**

In Fall 2018, 67% of international enrolments were concentrated in three schools at Algonquin College: the School of Advanced Technology, the Algonquin Centre for Construction Excellence, and the School of Business. This raises some strategic questions. Should we diversify or be driven by market demands?

We have also had great success with short-term international programs, including the four-week summer sampler programs for students from pathway universities in China, the eight-week Niels Brock liberal arts and business program offered to students from Denmark, and the six-week Education Scholarship Program for students from Mexico. These programs have steadily increased participation over the years. This growth has also brought forward challenges including classroom space, scheduling, and providing accommodation and supports to both students and employees. A further question for the College is how to leverage positive achievements like these over the long term.

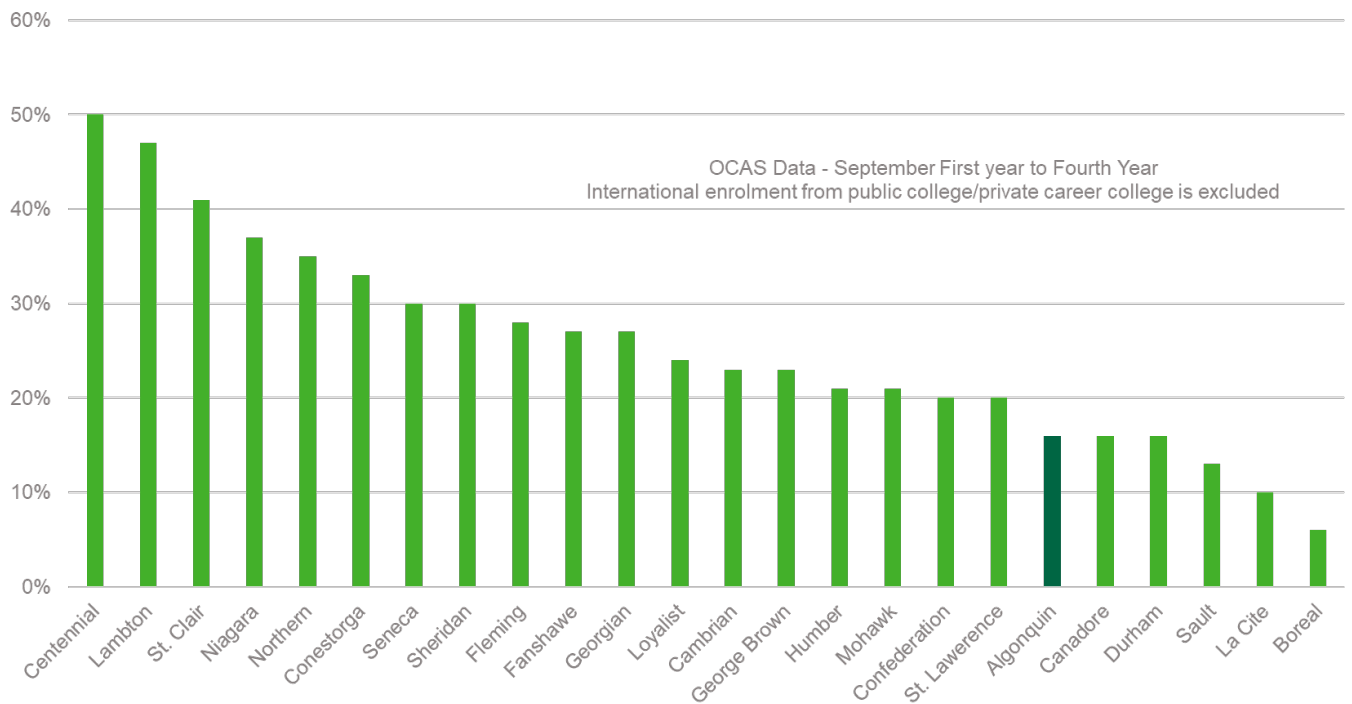
Figure 4. Most Popular Programs for International Students

International Enrolments by School: 2014 vs 2019



As fast as the College’s international student recruitment has grown over the past few years, Algonquin’s percentage of international students currently places Algonquin among the lowest in the Ontario College system. As we increase our capacity across all three terms, we have room for further growth.

Figure 5. International Students as a Percentage of Total Enrolment



## TRANSNATIONAL EDUCATION CONTRIBUTES STRONGLY

We define transnational education as all international activities, onshore and off, that fall outside of direct recruitment into programs of study at Algonquin College. Transnational education includes delivery of Algonquin College programs at campus and partnerships overseas, but also student sampler programs, corporate and teacher training, and institution capacity development. As noted, transnational demand is on the rise globally, a trend mirrored at Algonquin College. In 2017–2018, our transnational activities made a net contribution to the College of more than \$487,000.

### OFFSHORE: SUCCESSES, EXPERIMENTS AND LESSONS LEARNED

Our offshore activities include delivering many of the same offerings abroad as our onshore programming and having involvements in campuses and partnerships overseas, such as Algonquin College Kuwait (soon to be renamed The Canadian University College of Kuwait), which graduated its first cohort in May 2018 and where enrolments continue to grow.

We have arrangements with four institutions for licensed program delivery: Algonquin College Kuwait; Manav Rachna International University in India; Ningbo Polytechnic in Ningbo, China; and the Hotel Education Centre in Montenegro, which provides opportunities for Canadian hospitality students to study abroad.

In September 2016, the College transferred responsibility of its Jazan campus back to the Saudi Arabian government. While ultimately the pilot was unsuccessful and Algonquin College left Saudi Arabia, many lessons were learned, including:

- Difficulty of remotely supporting campus operations in emerging markets
- Understanding successful partnership models;
- Completing due diligence on partnerships using verifiable data sources;
- Agreeing to transparent contract terms for enrolment and payment; and
- Allowing for sufficient time for start-up.

There was no impact to College operations as a result of the challenges faced in Saudi Arabia and all costs were covered using non-funded revenues generated through other international activities.

### MOBILITY NEEDS A PUSH

In 2016-2017, 207 students (0.55%) and 19 faculty members took part in College-sanctioned international activities. For Canada to prioritize international mobility, institutions like Algonquin College need additional resources to find and then market the value of an international study or work abroad opportunities.

The biggest barrier for Canadian students going abroad is financial.<sup>14</sup> In 2016–2017, our International Education Centre provided \$70,000 to 86 students and 10 employees to support international experiences through the Award for International Study and Work Integrated Learning, a small sum insufficient to drive any significant activity in this area.

**85% of international students said they were either satisfied or very satisfied with their experience at Algonquin College.**  
***International Student Barometer Fall 2017***

### STUDENT EXPERIENCE: WHAT INTERNATIONAL LEARNERS ARE TELLING US

Algonquin College has satisfaction rates for international students according to the annual *i-Graduate International Student Barometer*. International students' retention was 92.7% in comparison to 84% for domestic students from 2018F to 2019W terms and International students consistently rank Algonquin highly in a number of key areas.

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<sup>14</sup> Canadian Bureau for International Education (2018). *A World of Learning: Canada's Performance and Potential in International Education 2018*.

Figure 6. Year-Over-Year International Student Barometer Scores for Algonquin College

	2014	2015	2016	2017
Arrival satisfaction	91%	93%	93%	90%
Learning overall	91%	89%	90%	78%*
Living overall	90%	92%	91%	89%
International Education Centre	93%	91%	91%	89%
International student activities	95%	96%	96%	95%
Support overall	92%	91%	91%	91%
Willingness to Recommend	89%	88%	89%	86%

\* We believe the score was impacted by the 5-week labour disruption

Achieving and maintaining scores like these will demand focused attention and dedicated effort in the years to come. Hosting more onshore international students requires an increase in available supports and services. While domestic learners have to get oriented to a new campus and learning environment, international students have the added stress of getting to know a new country, culture and community.

The Algonquin College Students' Association held two focus groups with a total of 13 students from different countries and programs in spring 2018 to understand their onshore experience and needs. Many emphasized the importance of arrival services, which became broadly available in September 2017 at the Ottawa Campus.

As a result of the focus groups, the Students' Association offered the following recommendations:

- Provide international students with physical and online information containing all services
- Use Algonquin student email accounts as a primary form of online communication to current students
- Make better use of the International Education Centre and its resources
- Remodel, promote and continuously improve the International Student Mentorship Program, and
- Provide a social space on campus that promotes and celebrates international cultures.

Beyond arrival services and the international student experience on campus, i-Graduate, the publisher of the International Student Barometer, stresses that employability matters. Employability and ability to stay and work in Canada post-graduation are the key drivers for student satisfaction.<sup>15</sup> Algonquin College's ability to support international students' transition to part-time and full-time employment, connected to their programs of study, is crucial for long-term international student satisfaction.

<sup>15</sup> i-Graduate. *Canada's Competitive Advantage – Insights from International Students*. <http://events.cbie.ca/events/cbie-2018/agenda-f2ca4c410e454063993a99509f82095f.aspx?lang=en>.

Ultimately, the experience we promote to international students before they enrol should be the experience they have when they arrive at any of our locations. We have to keep in mind that the student experience goes far beyond the classroom. While there are limits to the reach and responsibilities of the College, as a differentiator, we need to provide services and supports that make students feel welcome, safe and secure.

*“Getting Canadian experience was key for me in choosing to come to Algonquin College.”*  
**International Strategy Advisory Committee  
 Student Representative**

International on-shore enrolment and transnational education growth has translated directly into higher year-over-year net contributions to the College — projected to reach \$57.9 million in the 2021–2022 academic year. More international students have also meant higher demand for international student services, training and support for staff and faculty. Moving forward, how can we best provide compelling, competitive international education offerings and how do we build the necessary internal capacity to support them?

Figure 7. International Education Revenue Contributions

	15/16	16/17	17/18	18/19 Q2	19/20 Approved	20/21 Pro Forma	21/22 Pro Forma
Revenue	\$22,995,900	\$21,436,824	\$29,481,293	\$43,939,043	\$60,521,765	\$68,787,376	\$77,404,267
Expenditures	\$6,096,907	\$7,049,530	\$9,675,700	\$14,667,866	\$16,763,355	\$17,880,354	\$19,485,229
<b>Net contribution before revenue sharing</b>	<b>\$16,898,993</b>	<b>\$14,387,294</b>	<b>\$19,805,592</b>	<b>\$29,271,177</b>	<b>\$43,758,410</b>	<b>\$50,907,022</b>	<b>\$57,919,038</b>
Revenue share to academic schools	\$9,578,004	\$5,399,194	\$8,779,334	\$13,293,183	\$19,805,784	\$22,398,225	\$25,284,233
Gov't of Ontario international fee	\$1,176,375	\$1,238,197	\$1,583,879	\$2,092,500	\$3,004,500	\$3,519,750	\$3,871,875
<b>Net contribution</b>	<b>\$6,141,614</b>	<b>\$7,749,903</b>	<b>\$9,442,379</b>	<b>\$13,885,493</b>	<b>\$20,948,126</b>	<b>\$24,989,047</b>	<b>\$28,762,930</b>

## REFLECTIONS ON OUR CURRENT STATE

International education now engages every part of Algonquin College: from marketing, the Registrar's Office and Campus Services to academic schools and specialized units such as the Language Institute and the International Education Centre. While those specialized units play key roles in facilitating international education, as an endeavour — and for the purpose of this strategy — it is essential for it to be approached as a College-wide activity.

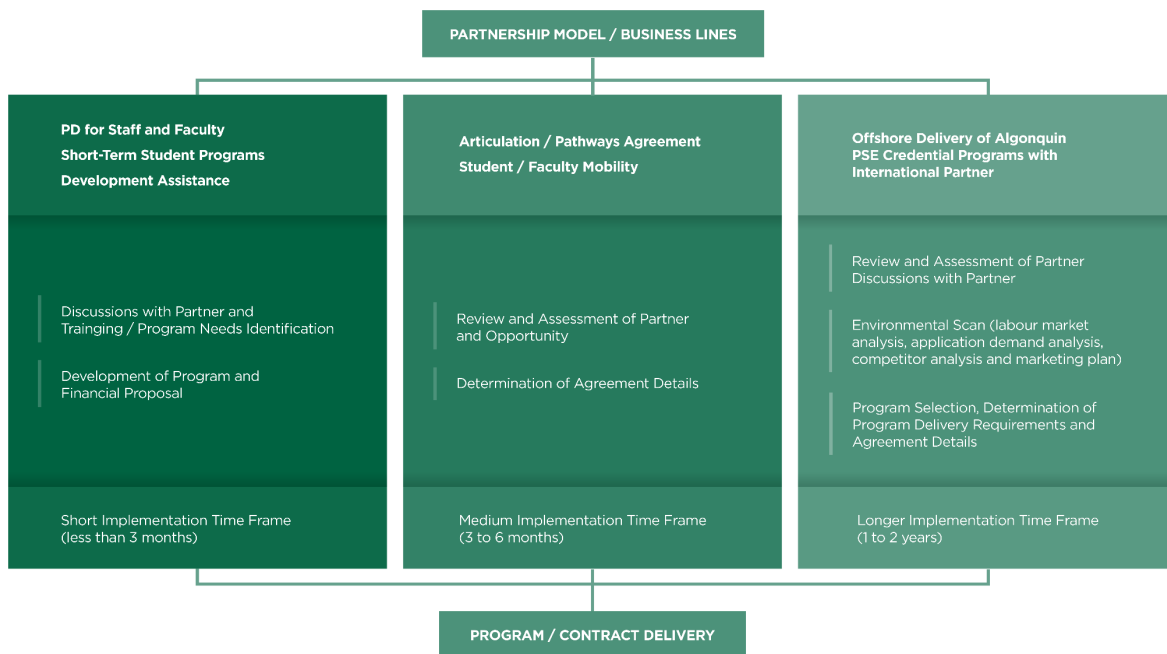
As a College, we have unique strengths and a demonstrated commitment to serving international students. We do not lower admissions requirement to boost recruitment and we are a leader in having Regulated International Student Immigration Advisors on staff who are certified to offer immigration advice. All of these must factor in our international strategy going forward.

The strengths and capabilities of the Language Institute and International Education Centre are also available to be leveraged. The Language Institute provides year-round language training and testing to new Canadians, international students and individuals looking to acquire proficiency in a second language. It also issues Teaching English as a Second or Foreign Language (TESLFL) certifications.

The International Education Centre has three business units that handle international-related activities:

- **Recruitment** — which attracts international learners to enroll in core College postsecondary education programs delivered in Canada.
- **Student Services** — which provides support to international learners studying at the College’s Canadian campuses.
- **Business Development** — which generates opportunities for the College to deliver short-term training and student programs in Canada, facilitate student and faculty mobility, provide College credential programs overseas with partners and more.

### Non-recruitment (BD) International Activities

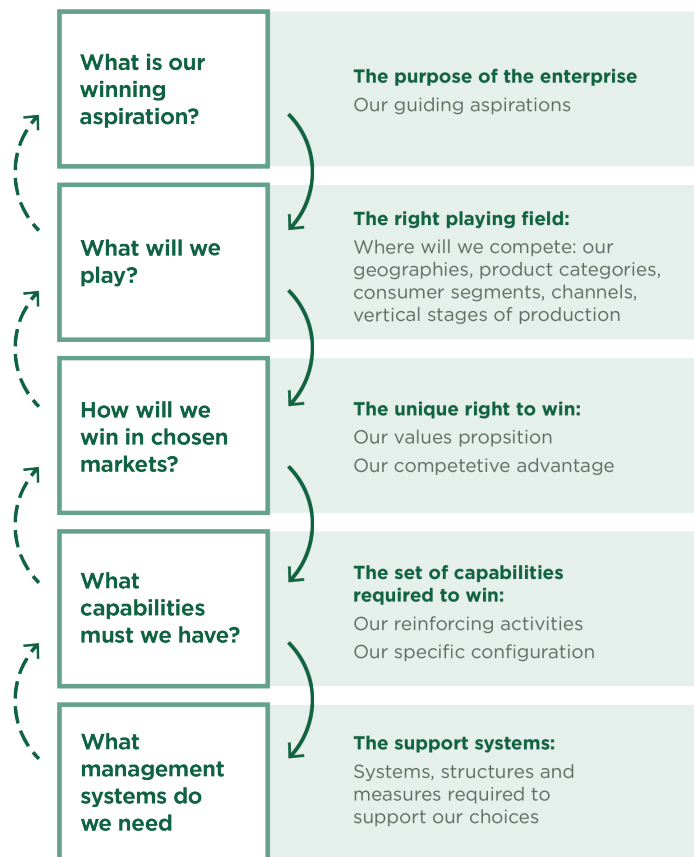


### ABOUT THE *PLAYING TO WIN* FRAMEWORK

To get a clear picture of how all the parts of the College currently contribute to international education, and to identify needs and opportunities, the International Strategy Advisory Committee used the *Playing to Win* framework that has been adopted by Algonquin College for strategic planning.

*Playing to Win* was developed by A.G. Lafley, Roger Martin and Jennifer Riel<sup>16</sup> to identify strategic options and define the key ingredients for success based on five key questions that form an interconnected cascade:

Figure 7. *Playing to Win Cascade*



This same framework can be used to map the current state by answering the questions from the perspective of how things stand today. The following reflects the current state inputs of the Advisory Committee at the outset of the strategy redevelopment process.

<sup>16</sup> A.G. Lafley (former Chairman, President and CEO of Procter & Gamble) and Roger Martin (Dean, Premier's Research Chair in Productivity and Competitiveness, Professor of Strategic Management at the Rotman School of Management) co-wrote *Playing to Win: How Strategy Really Works*, published by Harvard Business Review Publishing. Jennifer Riel is the Associate Director of the Desautels Centre for Integrative Thinking at the Rotman School of Management.



## CURRENT STATE STRATEGY CASCADE

<p>1. Our winning aspiration?</p>	<p>Our goals, as defined in the <a href="#">2014 International Education Strategic Plan</a></p> <p>To serve as a catalyst for community social and economic prosperity through the development of human talent and applied research;</p> <p>To improve College sustainability by embracing innovation, increasing quality, and generating contributions for re-investment in the College; and</p> <p>To support student and employee employability by providing relevant and rewarding global experiences</p>
<p>2. Where we play?</p>	<p>To achieve our aspiration we focus on:</p> <p><b>Onshore and Offshore</b> products and partnerships</p> <ul style="list-style-type: none"> <li>• Onshore: PSE programs, English as a Second Language, Exchanges             <ul style="list-style-type: none"> <li>○ Primarily India and China with offices in both countries, Vietnam as a result of changes in Canadian visa processes</li> </ul> </li> <li>• Offshore: Campuses and Partnerships, Licensed PSE Programs, Corporate Training and Development Assistance             <ul style="list-style-type: none"> <li>○ Primarily Mexico, Kuwait, China, India, Brazil, South Korea, Montenegro, Kenya &amp; the Caribbean (through CIGan)</li> </ul> </li> </ul>
<p>3. How we win?</p>	<p>To achieve our aspiration the College we succeed as a result of:</p> <ul style="list-style-type: none"> <li>• #1 - Location: Canada (with proximity to Toronto and Montreal)</li> <li>• #2 - Programs of study</li> <li>• #3 - Service delivered by International Education Centre and the Language Institute</li> <li>• #4 - Easy to work with             <ul style="list-style-type: none"> <li>○ Online environment (for agents through our admissions portal, for students through our CRM-backed online services)</li> <li>○ Strengthened student preparedness and support processes</li> </ul> </li> </ul>
<p>4. The capabilities we have?</p>	<p>To achieve our aspiration, we have invested in:</p> <ul style="list-style-type: none"> <li>• The <i>International Education Centre</i> comprised of three units Recruitment, Business Development, Student Services and the <i>Language Institute</i></li> <li>• Digital Strategy team that continuously improves our client facing technology</li> <li>• Direct and indirect marketing capabilities</li> <li>• Product development and quality assurance services</li> <li>• Framework for a franchise model</li> </ul>
<p>5. The management systems we have</p>	<p>The following systems and mechanisms help us achieve our goals:</p> <ul style="list-style-type: none"> <li>• Use of Annual Student Barometer Survey</li> <li>• Adoption of lean management</li> <li>• Use of customer relationship management tools and software</li> </ul>

# THE PROBLEM WE ARE TRYING TO SOLVE

The *Playing to Win* framework asks us to imagine the future by identifying the problem we are trying to solve. In short, it is this: **“Why and what does internationalization mean at Algonquin College?”** While it is clear we need to ensure our financial sustainability and deliver on our core mandate to produce graduates who will work in and sustain our local economies, where does internationalization fit in to our mission and strategic direction?

## WHY INTERNATIONAL?

Following World War II, the internationalization of higher education took flight as western countries looked to promote democratic ideals while at the same time supporting economic gains and political stability. In the 1980’s, a second wave of internationalization began, fostered by a burgeoning middle class in emerging nations, advances in communications, and changes domestically to government funding that encouraged self-reliance and entrepreneurial endeavours.

At Algonquin, we believe we are entering a third wave, one driven by global interdependence and the value of diversity. Research has shown that fresh and varied viewpoints provide a richer and more rewarding classroom, community and organization. The opportunity to study and interact with diverse peers and faculty positively affects student development<sup>17</sup>.

Today, immigrants – those born outside of Canada – make up one in five Canadians. As detailed in the Federal Minister’s 2018 Annual Report to Parliament on Immigration, “with an ageing population and low fertility rates, immigration plays an important role in ensuring that Canada’s population and labour force continue to grow”.<sup>18</sup>

Equally, the link between diversity and organizational innovation and profitability is well documented<sup>19</sup>. As such, we believe the internationalization of Algonquin College is key to our ability to deliver on our mission – “To Transform Hopes and Dreams into Lifelong Success”.

## CONSIDERATIONS

We have to consider which opportunities best align with our overall strategic goals, the expectations of government and industry, and our institutional strengths, capacity and resources. A whole range of questions stem from this:

*About capacity:*

- How much room do we have to grow the onshore international student population at all three of our Ontario campuses? Is there a ceiling?
- What proportion of enrolments should international account for? Is there a “sweet spot”?

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<sup>17</sup> Hurtado, Sylvia, 2001 p191 *Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development* <https://files.eric.ed.gov/fulltext/ED456199.pdf>

<sup>18</sup> *2018 Annual Report to Parliament on Immigration*, 2018, <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2018/report.html#matters>

<sup>19</sup> *How Diverse Leadership Teams Boost Innovation*, Boston Consulting Group <https://www.bcg.com/en-us/publications/2018/how-diverse-leadership-teams-boost-innovation.aspx>; *Delivering through Diversity*, McKinsey <https://www.mckinsey.com/business-functions/organization/our-insights/delivering-through-diversity>

- Should we offer more of our highly popular onshore programs to international learners, even though finding space can be a challenge?
- Should we establish quotas for certain programs or by country to maintain diversity in the classroom and ensure our ability to offer a genuinely Canadian experience?

*About our programs:*

- Should we expand profitable onshore education programs such as computer programming?
- Should we offer programs of study to exclusively international students and possibly international students from the same country?
- Should we seek alternative revenue sources to avoid over-dependence on international enrollments? and
- What can we do to diversify offshore offerings to include short-term delivery, international capacity development and more?

*About delivery:*

- What proportion of our program offerings need to be face-to-face and how much should be online — understanding there are government regulations that inform the answer and many international students want a face-to-face experience as a pathway to immigration into Canada?

## WEIGHING THE OPTIONS

Over the course of its work, the International Strategy Advisory Committee reviewed national and provincial data on international education trends, the latest information on international developments at the College, competitive considerations, lessons learned, Canadian and international best practices, and student perspectives. The committee also received financial presentations on the College's new corridor funding model and discussed the impacts of international growth on all areas of the College.

With all of this information in mind, the committee agreed Algonquin College will need flexibility and agility to seize on opportunities that align with its overall strategic goals — scaling capacity up and down in line with demand. Enrolment management and other processes may need to be adjusted so programs have clearer, more advance notice of the numbers of international students they will be expected to support in a given term.

We may have to adopt a more holistic thinking than our current performance measurement approaches allow. For example, it can be a cost to Campus Services to support international students attending summer courses, but that expense may be offset by the tuition revenues generated. There may be situations when certain services could serve as “loss leaders” to obtain greater gains in other areas.

Knowing we want to embed internationalization into our culture and processes and in light of all the above, the International Strategy Advisory Committee identified five potential options for the College:

- **Focus primarily onshore** - Grow international student population to a set percentage
- **Focus on both onshore and offshore** - In all markets, select markets or markets aligned with program excellence or by endorsing an offshore franchising model (following a brand risk assessment)
- **Focus on transnational education opportunities** - Grow offshore partnerships, branch campuses, franchises (e.g., increasing international development projects)
- **Focus on mobility (sending students and faculty abroad)** - Grow study and work abroad to a set percentage
- **Focus on profitable lines of business only** - Onshore, offshore or both (e.g., short-term programming, training of faculty and staff from other institutions)

*“We’re passionate about this. We want other people to be excited about it, too. International belongs to everyone.”*

**International Strategy Advisory  
Committee Member**

## THE FUTURE STATE

Expressed through the *Playing to Win* framework, our new strategy will involve the following:

<p><b>1. What is our winning aspiration?</b></p>	<p>To develop and empower globally minded learners with the skills and experience to build sustainable, diverse communities.</p> <p>Goals:</p> <ol style="list-style-type: none"> <li>1. Exceptional personalized, digitally-connected, experiential experience</li> <li>2. Sustainable growth</li> <li>3. Global citizenship</li> </ol>
<p><b>2. Where will we play?</b></p>	<p><b>Onshore</b> and <b>Offshore</b> international education — in emerging markets aligned with the Canadian government’s international direction and <b>the College’s academic and research strengths.</b></p> <p>With a focus on <b>mobility</b> — welcoming international students at all three domestic campuses and increasing the percentage of learners and employees who go abroad.</p>
<p><b>3. How will we win?</b></p>	<ul style="list-style-type: none"> <li>• Innovative and entrepreneurial Canadian approach to post-secondary education</li> <li>• Exceptional cross-college international learner experience             <ul style="list-style-type: none"> <li>○ Internationalized curriculum</li> <li>○ Use of digital technologies and pedagogy</li> <li>○ Breadth of international Co-op, study and work abroad opportunities</li> <li>○ Experience supporting indigenous and under-represented communities</li> </ul> </li> <li>• Centres of academic and research excellence with a global perspective</li> <li>• Partnership approach that delivers rapid results for all parties</li> <li>• Diversity of our employees</li> </ul>
<p><b>4. What capabilities must we have?</b></p>	<p><b>Mindset &amp; Culture</b> – An internationalized innovation and entrepreneurial mindset that includes cross-college appreciation for the value of diversity and a global perspective, as well as personal and corporate agility.</p> <p><b>Academic Alignment</b> – The capacity to support the rapid expansion of international partnerships, curriculum, and pathways; the ability to predict international capacity; and the ability to mobilize technical and academic expertise within the College community for business development (offshore/transnational education) activities.</p> <p><b>Cross-College Engagement</b> – A shift from siloed support through one or two units to the internationalization of all College services and departments (academic, student services, finance and administration, human resources, indigenous initiatives, communications and marketing), including a technology and data platform with the capacity to scale.</p> <p><b>Personalized Support and Training</b> – The ability to reach out to someone when in need of help, regardless of whether a student or an employee. These capabilities extend from cultural awareness to mentoring, from arrival through career.</p>

	<p><b>Partnership, Business Development &amp; Product Development</b> – Integration of college business development efforts and improved access to emerging markets; Co-op, work and study opportunities for both learners and employees; internationalized communication, marketing and external relations skills; and increased product development and management capacity.</p>
<p>5. What management systems do we need?</p>	<p><b>Leadership System</b> – An integrated leadership system with clear roles and responsibilities from the Board of Governors to the front line; including:</p> <ul style="list-style-type: none"> <li>• Board of Governors review of the College's offshore franchising model and risk management framework</li> <li>• International Strategic Enrollment Plan and reporting that clarifies international targets and activities</li> <li>• Investigation of the creation of a Chair's position to support International work</li> <li>• Establishment of an Algonquin College International Advisory Committee</li> <li>• Publishing of an International Annual Report, reporting on year end results and highlighting best practices piloted at Algonquin and across the world</li> </ul> <p><b>AC Way</b> – Adoption of the AC Way, Algonquin's unique adaptation of lean management, leading to improvement in the College's policies and processes that:</p> <ul style="list-style-type: none"> <li>• Guide associated program/activity postponement or cancellation</li> <li>• Advance prior learning assessment, credit transfer, and advanced standing</li> <li>• Quantify international demand for programs of study, in support of quality assurance work and new program development</li> <li>• Internationalize curriculum and College-wide adherence to official curricular templates</li> <li>• Expedite articulation agreements, pathways, and institutional partnerships</li> <li>• Promote study abroad and international at home initiative, with a focus on the learner experience</li> </ul> <p><b>Data, Business Intelligence and Technology Systems</b> – Systems that support data informed decision making, including:</p> <ul style="list-style-type: none"> <li>• Use of the Net Promoter Score (Willingness to Recommend) to track daily client satisfaction</li> <li>• Participation on the College's Data Governance Committee</li> <li>• Consistent use of the College's enterprise resource planning systems             <ul style="list-style-type: none"> <li>○ Learning Management System (Brightspace)</li> <li>○ Customer Relationship Management system (Salesforce)</li> <li>○ Financial and Human Resources system (Workday)</li> </ul> </li> </ul> <p><b>Risk Management</b> – Mechanisms that support the monitoring and real-time response of international risks, including:</p> <ul style="list-style-type: none"> <li>• Changing overseas safety and security situations</li> <li>• Changing domestic policies and direction</li> <li>• Capacity to communicate with students and staff in the event of emergency</li> </ul>

## WHAT BARRIERS COULD WE FACE?

The following could impede our ability to fulfill this plan:

- Limited ability to respond to fluctuations in international interest and applications
- Lack of strategic international enrolment customized by program and source country
- Domestic-focused program review processes

- Siloed net contribution model that means some divisions may post a loss supporting international activities that are actually an overall gain for the College
- Inconsistent embrace across the College of the importance of developing all learners as global citizens
- Competing departmental business plans that divide resources and limit synergies

## TESTS APPLIED

To test the success of our strategy, we needed to confirm that with implementation we will have:

- **Accurate forecasting** — Embedding international applicant demand in initial scoping for new programs through a systematic, thoughtful approach using realistic *pro forma* projections at the program level and based on trends and labour market needs. Forecasting should also confirm our collective commitment to continuous improvement/agility to respond to increased enrolment and sudden, unforeseen fluctuations.
- **Support for mobility** — Making this a goal of senior management, with additional resource and policy support enabled by more flexible electives and credit transfers. This requires costing.
- **Sufficient capacity** — Triggering program reviews if international enrolment in a given program exceeds a set threshold, which will enable considered decisions about the appropriate percentage of international students in any particular program and levels of resourcing for support. Overall, international enrollment may need to be capped to avoid overwhelming College resources.
- **Financial sustainability** — Confirming the College is not dependent on unlimited/unending international enrolment growth. Sustainability also depends on diversifying international revenue sources through strategic business development.
- **Appropriate risk management** — Endorsing further franchising (e.g., the Algonquin College Kuwait model) and offshore program licensing, conditional upon appropriate risk assessment.
- **Institutional support** — Embracing a College-wide net contribution model, sufficient space availability support from academic areas and academic development.

## MEASURES OF SUCCESS

By 2022, this plan will see us reach the following goals and measures:

### Exceptional personalized, digitally-connected, experiential experience

- International students Willingness to Recommend Algonquin College (actively encourage people to apply to Algonquin College), as measured in the International Student Barometer moves from 45% to 57%, as measured by the International Student Barometer
- International Student Central Net Promoter Score maintained in the +60 to +70%
- International Co-op opportunities grows from 0.7% to 2.5%

### Sustainable Growth

- Grow onshore enrolment in post-secondary programs of study from 18% to 30%
- Adjust the International Net Contribution in the following manner:
  - Net Contribution before Revenue Sharing from \$24.2M to \$47.5M
  - Net Contribution from Offshore/Transnational Education from \$458K to \$1.1M
  - International revenue sharing model updated to include both Academic and other impacted Areas

- Employees Willingness to Recommend the International Support and Training available to them

#### **Global Citizens**

- The number of domestic students who participate in a College sanctioned international experience from 0.55% to 2.5%
- The number of employees who participate in a College sanctioned international experience from 0.1% to 1.5%

## MAKING IT REAL

By implementing this strategy with its refreshed, broader understanding of international education and acknowledgement of the need to develop *all* learners as global citizens, Algonquin College has the opportunity to stand out worldwide as a 21<sup>st</sup>-century Canadian postsecondary education leader.

The principles of international education set out in this strategy — to be agile, learner-centered, innovative and sustainable — align with the overall aims of Algonquin College's *2017–2022 Strategic Plan*, complementing and enabling the College's mission to transform hopes and dreams into lifelong success.

As this strategy makes clear, "international" is not a separate or isolated function within the College: it is a consideration that touches every part of our organization, both academic and administrative. Achieving our goals will require concerted, collective effort, and a culture that recognizes and values international learning in all its dimensions.

# APPENDIX A: INTERNATIONAL STRATEGIC REFRESH ADVISORY COMMITTEE

We are grateful to the following individuals who gave so much of their time, enthusiasm, and knowledge serving on the International Strategic Refresh Advisory Committee.

- Advisory Committee Chair, Director, International - Ernest Mulvey
- Students' Association - Himalay Keekani
- Students' Association - Nikita Persaud
- Faculty - Sherry Poirier
- Faculty - Kerry Surman
- Faculty - Sean Howe
- Faculty - Chris Melmoth
- Support Staff - Brenda Brouwer
- Support Staff - Mark Moses
- Language Institute - Silvia Garcia
- School of Business - Dave Donaldson
- School of Media and Design - Robyn Heaton
- School of Hospitality and Tourism - Altaf Sovani
- Registrar's Office - Krista Pearson
- Student Services - Ben Bridgstock
- Ancillary Services - Brent Brownlee
- International - Nadia Ramseier
- International - Anna Choudhury
- International - Christine Peachey
- Executive Sponsor - Vice President, Innovation and Strategy - Doug Wotherspoon