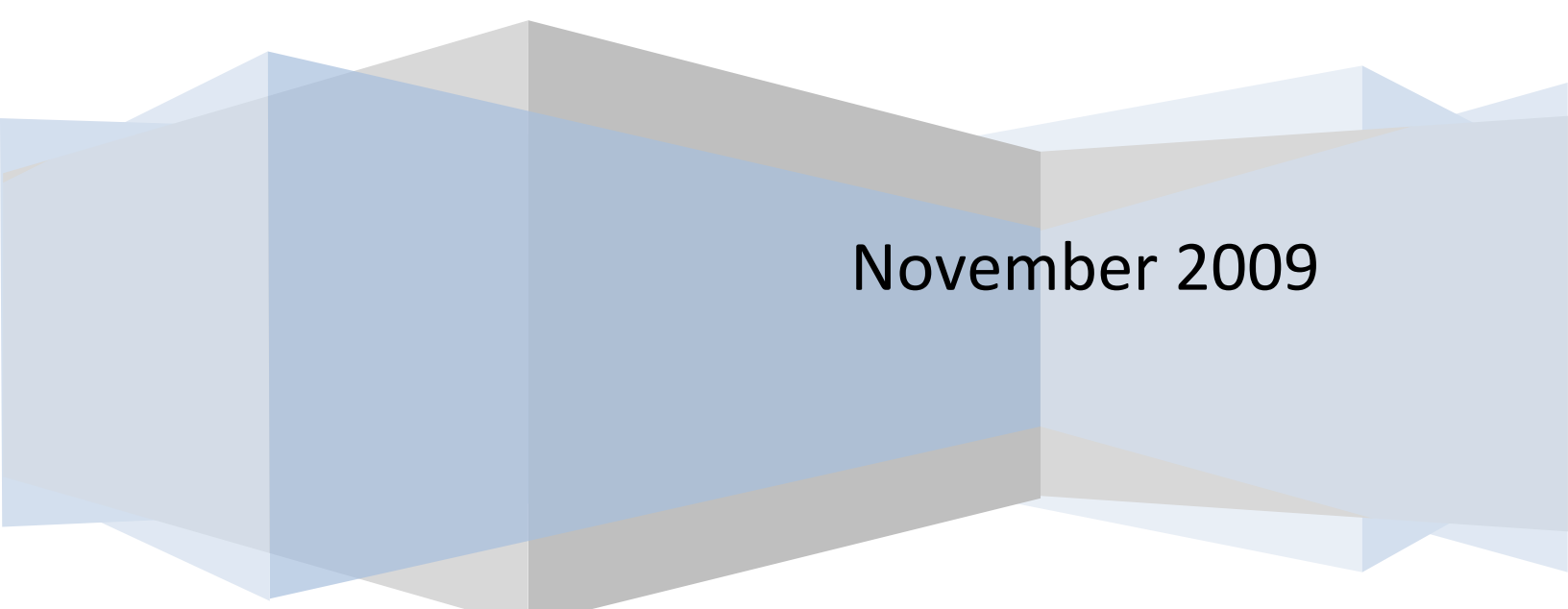


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**Government of Alberta** ■

Advanced Education and Technology

# International Education Framework



November 2009

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## BACKGROUND

### *Importance of International Education*

International education is a key building block in advancing Alberta's position in the global marketplace and in achieving a knowledge-driven future. So much of what happens to and within Alberta happens because of events outside of it. This trend is not about to end. Alberta trades with an increasingly diverse international market and we need to ensure that we are positioned to see the emerging opportunities and challenges both within and beyond our borders. More than ever, we rely on the international market for fuelling research and innovation capacity and developing a knowledge-driven future, primarily through securing people with talent and skills.

While an important player, Alberta is still a relatively small player in the global market. Competition within this market is growing increasingly fierce, especially in the area of talent and skills acquisition. This is why a fragmented approach to international education across the post-secondary system is in danger of putting Alberta out of contention in the global field. Alberta, with less than 1% of North America's total population, is much too small for 26 institutions and multiple faculties to be pursuing international education activities independently. A strategic approach to international education is paramount to Alberta's future economic and social success. This International Education Framework plays a role in achieving that success.

### *Trends in International Education*

With increasing global awareness of the importance of developing a knowledge-driven economy, there has been a surge in demand for post-secondary education in many parts of the world. Data reveals that the global market for international education is large and growing. In 2005, the global value of the sector was

estimated at \$2.2 trillion.<sup>1</sup> In Canada, the value was around \$6.5 billion, in 2008.<sup>2</sup> In 2004, there were approximately 2.5 million students worldwide enrolled in higher education studies outside of their home country, representing a 41% increase since 1999.<sup>3</sup> In British Columbia (B.C.), a recent study on the economic impact of international education reported direct contributions of \$485 million to B.C.'s Gross Domestic Product and the creation of 9,100 jobs. In the same study, indirect impacts were estimated at over \$2 billion to the economy, largely through the attraction and retention of students as skilled workers and business opportunities created through the development of international relations.<sup>4</sup>

Statistics show that Alberta receives a relatively small proportion of international students coming to Canada. In 2008, Canada was seventh worldwide as a destination for international students<sup>5</sup>, lagging far behind countries such as Australia and the United States, and receiving only 5% of an estimated 2.9 million students. Further,

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<sup>1</sup> Study by Hezel Associates (2005), reported by Merrill Lynch.

<sup>2</sup> Economic Impact of International Education in Canada, report for Foreign Affairs and International Trade Canada by RKA Inc. Vancouver, October 2009. The report also noted that expenditures of international education students have now surpassed exports of coniferous lumber (\$5.1 billion) and coal (\$6.1 billion).

<sup>3</sup> According to UNESCO (2006), this statistic needs to be considered within the context of the overall expansion (40%) in tertiary education over the same period. There was only a marginal growth in the number of students pursuing studies abroad (1.87%).

<sup>4</sup> Economic Impact of International Education at Public Post-secondary Institutions, report for Ministry of Advanced Education, B.C. by RKA Inc. Vancouver, March 2006.

<sup>5</sup> The top six destination countries were: United States (20%), United Kingdom (13%), Germany (8%), France (8%) China (7%) and Australia (7%). Source: Project Atlas 2007 data from partner organizations, UNESCO/OECD 2006 data.

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Alberta's publicly funded post-secondary institutions receive only 6.5% of international students in Canada. However, not all of those international students in Alberta enrol in Alberta's publicly funded post-secondary institutions – a number enrol in programs offered by private providers, or are in the K-12 education system.

Projections of growth in the school-age population indicate that the number of individuals graduating from high school in Alberta will decline over the next decade. Alberta has traditionally relied on external sources of talent to support the growth of the knowledge sector with two-thirds of jobs created over the past five years filled through international and inter-provincial migration. However, recent figures show this in-migration is slowing. At the same time, competition for talent is increasing; jurisdictions across North America are shifting their focus from attracting companies to also attracting talented people. Alberta may have to work harder to grow and attract talented people with global competencies and reach outward to make those global connections and strategic alliances.

A coordinated and focused international education approach, one which goes well beyond merely filling class-room spaces at institutions, will play a vital role in addressing these trends and ensuring Alberta's successful transition to a knowledge-driven future.

### *Development of a Framework*

Recognizing these trends and factors, Honourable Doug Horner, Minister of Advanced Education and Technology, expressed at the January 5, 2009 Campus Alberta Strategic Directions Committee (CASDC) meeting, the need to ensure that the Ministry and institutions are working together strategically to further international education. He also conveyed a need to clarify the rationale for and expected outcomes of international education activities in support of the key policy direction set in the *Alberta Access Planning Framework*.

In particular, this highlighted a need for a greater articulation of the role of international students in Alberta's post-secondary learning system, along with mechanisms to address retention.

In response to Minister Horner, institution Board Chairs commented that their post-secondary institutions have multiple and varying rationales for participating in international education which vary across institutions, and that there is a need to consider international education from a business case standpoint to leverage opportunities and allow for greater efficiencies between institutions. It was also understood that effective promotion of Campus Alberta requires a cohesive rather than fragmented approach.

Following the CASDC meeting, Manmeet Bhullar, Parliamentary Assistant to the Minister of Advanced Education and Technology, led a consultation process that included meeting with post-secondary institution representatives to discuss the objectives and strategic opportunities associated with international education. To support the consultation process, Advanced Education and Technology formed the International Education Working Group to:

1. Determine the range and scope of international activities in which post-secondary institutions are currently engaged;
2. Verify the underlying objectives for institution involvement in international education relative to the role that Advanced Education and Technology (AET) should play in supporting institutional strategies;
3. Identify emerging policy questions; and
4. Develop a strategic framework to guide international education activities in alignment with Campus Alberta strategic

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priorities, and address the policy gaps identified.

The findings of the working group largely supported the comments of the Board Chairs in that the range of international activities and the objectives supporting them vary greatly both within and between post-secondary institutions (see Appendix 1). The objectives or rationales generally fall into one of four broad categories of academic, social/cultural, political, and economic. This highlights the tensions underpinning the process of internationalization.<sup>6</sup>

Overall, the main policy questions emerging from the discussions were:

1. To what extent are institutions' international plans aligned with the Government of Alberta and AET international goals and objectives?
2. How should the advanced education system collaborate to better advance the Campus Alberta and Alberta Innovates brands internationally?
3. Working in the field of international education requires a complex set of skills, attitudes and knowledge of internationalization and the intercultural/global dimensions of higher education. What role does AET have in developing the competencies of academics, administrators and policy makers working in the field?

4. Global economic competition for international students means jurisdictions are increasingly looking for mechanisms to ensure market share. Can AET provide a coordination function to help determine priority markets and ensure institutions and other government agencies are working in a coordinated fashion to fully realize market opportunities for Alberta?

The following International Education Framework was developed to address these questions.

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<sup>6</sup>For the purposes of this framework, internationalization is defined as: "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education", Knight, J. (2003), *Needed: updated internationalization definition*, International Higher Education, Vol. 33 pp.2-3.

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## VISION

*Alberta is internationally recognized as a leader in learning, innovation and entrepreneurialism through Campus Alberta and Alberta Innovates, which serve as catalysts in support of Alberta's economic and social well-being and the creation of a knowledge-driven future.*

## PRINCIPLES

Through the International Education Framework, international education activities are:

<b>Strategic</b>	Activities are priority orientated <sup>7</sup> and systems orientated. Best practices and market intelligence are shared across the system; data supporting decision making are collected and shared.
<b>Integrated and Effective</b>	Activities are coordinated and collaborative in line with Campus Alberta and Alberta Innovates outcomes and objectives; role clarity exists.
<b>Mutually Beneficial</b>	Activities are mutually beneficial to institutions, the post-secondary learning system, learners and Albertans, and help to increase access through non-displacement policies and increased revenues.
<b>High-Quality</b>	Activities ensure a high-quality student experience is offered; quality is embedded in international education programming and student services.
<b>Sustainable</b>	Activities are financially sustainable and operate, at a minimum, on a cost-recovery basis, contributing revenue to support overall costs.

## OUTCOMES

The objective of AET's International Education Framework is to set goals and outcomes for international education and providing a strategic framework and direction in support of government and institutions' international education activities. The specific outcomes for international education activities undertaken by the post-secondary system, relative to the vision and goals of Campus Alberta and Alberta Innovates include the following:

- 1. A knowledge-driven future:** Alberta's international learners, researchers and innovators contribute toward the advancement of the knowledge economy; support economic diversification and growth in areas of strategic advantage; and play an integral role in support of the Alberta Innovates agenda.
- 2. Global strategic alliances:** Alberta's long-term economic and social priorities are achieved through strategic and collaborative alliances with other countries, businesses, and post-secondary providers.

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<sup>7</sup> The strategic priorities of PSIs and AET are in alignment with long term GoA strategic priorities (e.g. immigration, rural development, economic diversification, next generation economy etc.)

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3. **Alberta is a well-recognized leader in learning, research, and innovation:** Alberta is well recognized internationally for learning, research, and innovation opportunities.
  4. **Sustainable opportunities:** The post-secondary and research and innovation systems have appropriate supports that enable sustainable opportunities for learners, faculty, innovators, and researchers.
  5. **Global awareness, leadership, and entrepreneurial capacity:** Alberta's learners, faculty, researchers, innovators, and entrepreneurs have competencies, skills, cultural awareness, and understanding to compete and succeed on a global stage. International exchanges contribute towards research and innovation excellence.

## PRIORITY DIRECTIONS

International education is comprised of a range of activities involving a variety of stakeholders, with a wide range of rationales supporting their strategies. Therefore, it is important for the post-secondary system to develop a common understanding of the rationale for international education, along with a set of common strategies for engaging in international education activities.

Priority directions have been developed to support the achievement of the five outcome areas. These build the foundation for a strategic tool kit necessary for a coordinated and common approach to international education in Alberta's post-secondary sector (see Appendix 2 for key components). To assist institutions, key considerations criteria have also been developed (see Appendix 3).

## OUTCOME 1 - A KNOWLEDGE-DRIVEN FUTURE

### PRIORITY DIRECTIONS

#### Common Strategic Planning Framework

It is important that institutions' international education activities are based on and reflected in an international strategic plan. The rationale should be related specifically to approved mandates and articulate how international activities will help to achieve and align with the objectives of Campus Alberta, Alberta Innovates and the Government of Alberta (GoA). Strategic plans also need to articulate the alignment of international education activities in relation to the objectives of the *Alberta Access Planning Framework* (AAPF) and the *Alberta Research Capacity Planning Framework* (ARCPF), where appropriate criteria are used when determining different geographic areas of interest (see Outcome 2). Critical to Alberta's future success in international education will be ongoing communication of provincial strategic directions as well as the sharing of institutions' strategic directions.

#### Interdepartmental Alignment of Objectives and Coordination

Multiple government departments are involved in international activities. AET will play a key role in coordinating and facilitating inter-governmental and inter-jurisdictional activities related to international activities within the post-secondary system. AET will ensure that objectives of current and future international education activities support the objectives of Campus Alberta and Alberta

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Innovates, as well as wider GoA strategies, such as those being developed by Alberta Employment and Immigration, Alberta Education, Alberta International and Intergovernmental Relations, and various federal departments. AET will continue to act as a champion for the post-secondary system at the provincial, federal, and international levels. In addition, AET will coordinate interaction with AET international offices and representatives abroad to ensure synergies where appropriate.

## ***OUTCOME 2 - GLOBAL STRATEGIC ALLIANCES***

### ***PRIORITY DIRECTIONS***

#### **Articulate Criteria for the Determination of Geographic Areas of Interest for Alberta**

Defining common criteria for the determination of geographic areas of interest in international education activities will help align and reconcile the strategies of institutions and government alike. It will facilitate better coordination, collaboration by supporting strategies to leverage existing opportunities, such as: alumni links, Memorandum of Understandings (MOU) and research networks. Key criteria for prioritizing and researching key market opportunities for international education activities must be considered (see Appendix 4).

#### **Seizing Opportunities through Strategic Partnerships**

Forming strategic partnerships when engaging in international activities is paramount to achieving success in areas of common interest and fulfilling the goals of Campus Alberta and Alberta Innovates. This approach also helps increase opportunities as well as reducing duplication of effort and resources. Examples of strategic partnerships may include ensuring all stakeholders in the system keep one another informed about their individual plans for international activities, and determine what roles each will play in implementing the strategies when abroad.

## ***OUTCOME 3 - ALBERTA IS A WELL-RECOGNIZED LEADER IN LEARNING, RESEARCH AND INNOVATION***

### ***PRIORITY DIRECTIONS***

#### **Increase Attraction and Retention of Learners and Graduates**

Institutions need mechanisms to address the needs of the individual student. For example, barriers to attraction and retention of learners and graduates need to be removed to ensure a better transition rate from student to resident and enhance the quality of the learner's experience. Mechanisms to consider are: targeted scholarships, immigration and visa support services, strengthened qualifications and credential recognition, off-campus work permit support, orientation, and cultural activities. In addition, learning opportunities should be responsive and flexible to meet the needs of learners. It is important that Campus Alberta provides seamless recognition and transfer opportunities for both international and domestic students. Attracting international students, faculty, researchers, innovators,

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and entrepreneurs to Alberta and retaining them as contributing members to Alberta's economy will help meet the short term need for highly skilled workers (in priority research areas such as health, bio-industries, energy and environment), as well as the longer term needs of a globally competitive knowledge-driven economy.

### **Strengthen Reputation of Campus Alberta**

Advanced Education and Technology recognizes the importance of an integrated and strategic approach to marketing Campus Alberta and its capacity for excellence and quality as key to a successful international framework. AET needs to continue to coordinate opportunities for institutional collaboration in international marketing in order to increase Alberta's brand recognition and overall market presence. Additionally, Campus Alberta's reputation will be better maintained through the implementation of guidelines for institution agents representing Campus Alberta (see Appendix 5). Therefore, Campus Alberta continues to be an important tool in attracting international students, faculty, researchers, innovators and entrepreneurs to Alberta.

### **Strengthen Quality Assurance of Campus Alberta Programming**

Implementing quality assurance mechanisms, developed jointly by AET and stakeholders, will ensure programs offered abroad meet the same high standards delivered in Alberta (see Appendix 6). Alberta's institutions are increasingly delivering programming abroad, which has implications for the reputation of Campus Alberta and standards of quality.

## ***OUTCOME 4 - SUSTAINABLE OPPORTUNITIES***

### ***PRIORITY DIRECTIONS***

#### **Sustainable and Effective Resource Allocation**

The long-term viability of international education depends upon a sustained level of support for programs and activities that provide clear benefits to Alberta. This is necessary to ensure that access for Albertans is not compromised. Generally, international education activities should be self-sustaining through the resources and benefits generated. At the same time, it is understood that the benefits from proposed international education activities do at times warrant a level of support from government. Given the current economic environment, growing demand, and available capacity, strategic choices need to be made regarding where resources will be directed and to ensure that activities are clearly aligned with strategic outcomes.

#### **Articulation of Program Quotas and Displacement Policies**

A clear institutional policy on the prevention of the displacement of Alberta residents by international students will serve to ensure access is maintained for Albertans. Displacement occurs when an Alberta permanent resident meets minimum qualifications and is denied access to a program in favour of an international student.

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Program quotas for international student enrolment will also help to ensure access for Albertans is maintained. While recognizing that international student recruitment is important to the long-term economic viability of the system and individual institutions, it is equally important to recruit international students strategically and employ measures for monitoring to ensure that the desired outcomes of attraction and retention are being achieved.

#### **Mechanisms for Reporting Cost Recovery**

Advanced Education and Technology needs to work with institutions to communicate processes for financial reporting of international activities that can be used to support and rationalize these activities in institutional strategic plans. This will help to ensure that full costs are being recovered and social and economic benefits associated with international education are realized.

#### **Increase Availability of Information in Support of International Activities**

It is important that international activities be clearly communicated and measures be developed for determining success in order to gauge progress towards the outcomes articulated in the International Education Framework. Enhanced information and data gathering relative to institutions' international activities will support informed decision making across the system. In addition, institutions need mechanisms to ensure that data on market intelligence and geographic areas of interest criteria are shared within the system. This will serve to encourage synergies between student recruitment and research and innovation activities across the system.

## ***OUTCOME 5 - GLOBAL AWARENESS, LEADERSHIP AND ENTREPRENEURIAL CAPACITY***

### ***PRIORITY DIRECTIONS***

#### **Strengthen Knowledge Transfer and Sharing of Best Practices**

Advanced Education and Technology will strengthen and support knowledge transfer and best practices within the post-secondary system. Knowledge transfer and sharing of best practices provides a base for informed decision making and effective planning in post-secondary institutions and government. For example, market intelligence collected by AET will be shared within the system and across GoA to encourage synergies and achieve a more unified approach in achieving the objectives of Campus Alberta.

#### **Develop Standards for Study Abroad Programs**

Standards of best practice for study abroad programs for Alberta learners will be developed and implemented by institutions. This will maintain quality standards and guide the development of new and existing programs offered by post-secondary institutions to ensure consideration has been given to program development, preparation and care of students going abroad, support services, program assessment and overall student outcomes.

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### **Strengthen International Teaching and Learning Practices**

Post-secondary programs that have international elements need to be clearly defined and linked to outcomes and objectives identified in the institution's strategic plan. These programs include institutional partnerships that will facilitate internationalized learning and teaching practices (student exchanges, joint degrees), collaborative research, and faculty and student mobility. Embedding international elements in the learning and teaching practices at post-secondary institutions helps to develop Alberta's human capital and exposes Albertans to new models of entrepreneurialism. These elements serve to create global competencies among Alberta's learners, faculty, researchers, innovators and entrepreneurs, which in turn support Alberta's ability to compete in global markets.

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## APPENDIX 1: RATIONALE FOR THE ENGAGEMENT IN INTERNATIONAL EDUCATION ACTIVITIES

The purpose of this rationale is to prompt deliberation on the reasons for and the complexities behind engaging in international education activities. This list is by no means exhaustive. Alberta post-secondary institutions will need to consider this rationale and their own mandates when developing their international education strategies.

**Table 1. Rationale for International Education**

<b><i>What are the benefits of international activities to a jurisdiction?</i></b>	<b><i>What are the benefits of international activities to a post-secondary institution and learners?</i></b>
<ul style="list-style-type: none"> <li>• <i>Economic diversification and growth</i></li> <li>• <i>Attraction, retention and immigration of highly qualified personnel</i></li> <li>• <i>Development of an internationally skilled, competitive workforce</i></li> <li>• <i>Company attraction, business opportunity creation, and network building</i></li> <li>• <i>Creation of a vibrant and culturally rich community</i></li> <li>• <i>Securing long-term economic relationships with other countries</i></li> <li>• <i>International profile enhancement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>International profile and reputation enhancement</i></li> <li>• <i>Quality enhancement/international standards</i></li> <li>• <i>Student and staff development</i></li> <li>• <i>Revenue generation</i></li> <li>• <i>Strategic partnerships and alliances</i></li> <li>• <i>Knowledge and innovation production/enhancement through access to expertise not elsewhere available</i></li> <li>• <i>Competency enhancement and global/cultural awareness</i></li> </ul>

**APPENDIX 2: STRATEGIC TOOL KIT: MATRIX OF KEY OUTCOMES AND KEY COMPONENTS**

Key Outcomes	Key Components (Tools and Elements)
<p><b>A knowledge-driven future:</b> Alberta’s international learners, researchers and innovators contribute toward the advancement of the knowledge economy; support economic diversification and growth; support areas of strategic advantage; and play an integral role in support of the Alberta Innovates agenda.</p>	<ul style="list-style-type: none"> <li>- Institutions’ strategic plans</li> <li>- Alignment with high demand programs and market need (Institutional Access Plan link)</li> <li>- Access Planning Framework</li> <li>- Research Capacity Planning Framework</li> <li>- Alberta Innovates/Campus Alberta</li> </ul>
<p><b>Global strategic alliances:</b> Alberta’s long-term economic and social priorities are achieved through strategic and collaborative alliances with other countries, businesses, and post-secondary providers.</p>	<ul style="list-style-type: none"> <li>- Cohesive approach to target marketing</li> <li>- System ambassadors/alumni</li> <li>- Collaborative research initiatives</li> <li>- Co-operative education (across jurisdictions/institutions)</li> <li>- Foreign-based training for temporary foreign workers/immigrants (cost-recovery)</li> </ul>
<p><b>Alberta is a well-recognized leader in learning, research, and innovation:</b> Alberta is well recognized internationally for learning, research, and innovation opportunities.</p>	<ul style="list-style-type: none"> <li>- Strategic common branding and messaging</li> <li>- Identify and communicate the success stories</li> <li>- Web presence</li> <li>- Standards for agents/standards for programs abroad</li> <li>- Streamlined application processes (visa/institution/off campus work permits)</li> <li>- Employment search assistance</li> <li>- Quality assurance for off-campus programs</li> <li>- Language programs/bridging programs for foreign-trained learners</li> <li>- Qualifications recognition</li> <li>- Collaborative and targeted student/researcher recruitment</li> <li>- Private sector engagement (research, co-op programs, employment)</li> </ul>
<p><b>Sustainable opportunities:</b> The post-secondary and research and innovation systems have appropriate supports that enable sustainable opportunities for learners, faculty, innovators, and researchers.</p>	<ul style="list-style-type: none"> <li>- Tuition fee policy</li> <li>- Access and displacement policies /program quotas</li> <li>- Strategic resource allocation</li> <li>- Market intelligence gathering, learner/graduate tracking</li> <li>- Limit subsidization through Enrolment Planning Envelope (self-sustaining emphasis)</li> </ul>
<p><b>Global awareness, leadership, and entrepreneurial capacity:</b> Alberta’s learners, faculty, researchers, innovators, and entrepreneurs have competencies, skills, cultural awareness, and understanding to compete and succeed on a global stage. International exchanges contribute towards innovation excellence.</p>	<ul style="list-style-type: none"> <li>- Market intelligence/knowledge sharing</li> <li>- Internationalized teaching and learning practices</li> <li>- Student and faculty exchanges</li> <li>- Joint degree programs (across jurisdictions/institutions)</li> <li>- Development of entrepreneurial capacity</li> <li>- Leadership development</li> </ul>

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## APPENDIX 3: STRATEGIC TOOL KIT: KEY CONSIDERATIONS CRITERIA FOR INSTITUTIONS

The purpose of these key considerations is to prompt deliberation on the priority directions around international activities for institutions. These considerations are by no means exhaustive. Alberta post-secondary institutions will need to apply these considerations within their own contexts and mandates.

### ***PLANNING GUIDELINES: Key Considerations for Priority Actions for Post-Secondary Institutions***

#### ***System Alignment and Coordination***

##### ***International Plan***

- ***Does the institution's international plan include a vision statement, outcomes and measures for success, linked to those outlined in AET's International Education Framework?***
- ***Does the institution's international plan include a statement:***
  - ***acknowledging the rationale for engagement in international educational activities (see Appendix 1)?***
  - ***which aligns international education activities with the institution's sector mandate?***
  - ***which aligns international education activities with Campus Alberta, Alberta Innovates and GoA objectives?***
  - ***which aligns international education activities with the Alberta Access Planning Framework?***
  - ***which aligns international education activities with the Alberta Research Capacity Planning Framework? (Comprehensive Academic and Research Institutions only)***
  - ***outlining the criteria considered when engaging in different geographic areas of interest?***

## **Workforce Development Mechanisms**

### **International Learner**

- ***Have outcomes for the international student been clearly demonstrated to articulate program value to their learning experience? Are rationale and objectives for their learning clearly defined and linked to outcomes in the institution's international plan?***
- ***What are the mechanisms in place to ensure the attraction and retention of learners? For example:***
  - ***institutional international scholarships (aligned with GoA priorities).***
  - ***immigration and visa application support with Citizenship and Immigration Canada (CIC).***
  - ***support for off-campus work permit applications and job search.***
  - ***orientation and cultural activities to support integration within the community.***
  - ***assistance to international students for improved credential recognition within the system.***

### **Alberta Learner**

- ***Have outcomes for the Alberta student been clearly demonstrated to articulate program value to their learning experience? Are rationale and objectives for their learning clearly defined and linked to outcomes in the institution's international plan?***
- ***Have standards for study abroad programs been met (e.g. due diligence in program development, minimal standards for the preparation and care of students going abroad, provision of adequate support services and program assessment)?***

## **Enhancement and Quality Assurance**

- ***What are the mechanisms to ensure collaborative efforts with other Campus Alberta institutions?***
- ***Have guidelines of best practice been issued to and implemented by Agents representing the institution abroad?***
- ***Have quality assurance guidelines been implemented for programs delivered abroad?***

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**Data sharing Mechanisms**

- *What are the mechanisms in place to ensure that key information/data on international education activities is collected and shared with the system and government?*

**Access Management Mechanisms**

- *Do programs with international elements have rationale and objectives clearly defined and linked to outcomes in the institution's international plan?*
- *What is the institution's stated displacement policy and how does it ensure access? If program quotas are used, what are the thresholds for enrolment of international learners?*

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## APPENDIX 4: STRATEGIC TOOL KIT: POTENTIAL CRITERIA FOR GEOGRAPHIC AREAS OF INTEREST

The purpose of these criteria is to prompt deliberation on the reasons for and the complexities behind entering into another jurisdictional area of interest. This list is by no means exhaustive. Alberta post-secondary institutions will need to apply these criteria within their own contexts and mandates.

### ***Potential Criteria for Geographic Areas of Interest***

- ***Does the jurisdiction have research strengths that compliment the research priorities of the GoA and further support the outcomes from the Roles and Mandates for Alberta’s Provincially Funded Research and Innovation System?***
- ***Does the jurisdiction have innovation strengths that compliment GoA priorities and further support the objectives of Alberta’s Bringing Technology to Market Action Plan?***
- ***Does the jurisdiction have potential students that:***
  - ***have qualifications that are easily transferable into a Canadian context;***
  - ***can easily acquire a student visa;***
  - ***can acquire appropriate funding;***
  - ***have a likelihood of transitioning to a permanent resident; or***
  - ***have competencies that align with AET Research priorities and/or Employment and Immigration goals?***
- ***Does Campus Alberta have significant alumni, faculty and institutional relations or informal networks within the jurisdiction which can be leveraged?***
- ***Does the GoA have existing formal alliances or linkages with the jurisdiction which can be leveraged?***
- ***Does the institution have plans to mitigate the risks associated with entering into another jurisdiction (e.g. political or economic instability and the associated risk to staff, students and the reputation of Campus Alberta/Alberta Innovates)?***

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## APPENDIX 5: QUALITY ASSURANCE CHECKLIST FOR AGENTS REPRESENTING CAMPUS ALBERTA

The purpose of this checklist is to prompt deliberation on guidelines for agents representing Campus Alberta abroad, in particular student recruitment agents. This list is by no means exhaustive. Alberta post-secondary institutions will need to apply these criteria within their own contexts and mandates.

Recruitment agents and post-secondary institutions must follow best practice around the following items:

- Organizational effectiveness (involving transparent and accountable fiscal practices involving students and the post-secondary institutions);
- Integrity of recruitment process;
- Student and family engagement pre and post enrolment;
- Institutional engagement pre and post recruitment; and
- Complaints process.

In addition, Agents must:

- have knowledge of Campus Alberta;
- adhere to truth in advertising;
- respect for intellectual property (use only authorized material);
- be accountable (for their operations, staff, finances);
- avoid conflicts of interest;
- show transparency and integrity of services rendered; and
- show appropriateness and accuracy of services rendered.

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## APPENDIX 6: QUALITY ASSURANCE CHECKLIST FOR CROSS-BORDER DELIVERY OF CAMPUS ALBERTA PROGRAMS

This checklist was developed in February 2009, by a working group established by the Campus Alberta Quality Council (CAQC), together with representatives of the International Education branch of the Ministry of Advanced Education and Technology, and of the Universities of Alberta and Calgary.<sup>8</sup> The purpose of this checklist was to prompt thoughtful deliberation on the reasons for and the complexities of offering academic programs at an off-campus site or with a partner institution.

Highlights from the checklist include:

- Institutions should be conversant with the local issues and the impacts on education, trade, and dialogue with local communities and governments.
- The programming offered needs to contribute to the broader social and economic well-being of communities and be culturally sensitive in approach and content.
- Students should have appropriate access to academic and personal support.
- Equitable provisions for student discipline and appeal should be in place.
- Where appropriate the offerings should involve and strengthen local institutions.
- Offerings should be designed to respect the principle of transferability.
- Proper authorization to operate and offer programming across borders should be obtained.
- A culture of ongoing quality review, feedback, and improvement should be fostered by establishing quality assurance processes that rely on faculty expertise and incorporate the views of students.
- Institutions should cooperate with associations, and relevant government and non-government bodies to develop quality assurance principles, and foster the exchange of information related to recognition of credentials across borders.
- Institutions have the obligation to provide reliable information to the public, students and governments in a proactive manner, particularly with respect to the institution's legal status, credential-granting authority, course and program offerings, quality assurance mechanisms and standards of good practice.

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<sup>8</sup> The checklist is included in the *Toolkit for Off-site and Cross-border Delivery of Programs* and can be found on CAQC's website at <http://www.caqc.gov.ab.ca/pdfs/Toolkit.pdf>.