

Crossing New Frontiers For The Benefit of Students and the Provincial Economy

A Submission to the Ontario Government on the Development of an Internationalization Strategy for Higher Education

Council of Ontario Universities

April 2016



Ontario universities welcome the Ontario government's plan to develop an international postsecondary education (PSE) strategy. The province will be well served by promoting and supporting the mobility of talent - both student and faculty - as well as the development of stronger partnerships for education, research and innovation. In so doing, it will also boost Ontario's global place in trade and contribute to citizenship and immigration through the "diplomacy of knowledge" that increasingly defines the future.

The continued global transition to a knowledge-based economy, combined with the demographic shift towards an aging population, points to increasing demands for highly skilled people and the new ideas that they bring to help the provincial economy prosper. Internationalization of Ontario's higher education sector is central to enhancing the province's competitive advantage and global leadership.

Governments around the world have developed, or are developing, internationalization strategies to support their economic goals. The understanding, commitment and passion that the current Minister of Training, Colleges and Universities and his Parliamentary Assistant have for internationalization will help ensure the Ministry's focus on the development and implementation of this very important strategy. This submission is a response to the government's desire for input on shaping a vision for internationalization and specifically, in response to the government's Discussion Paper released this winter called *Developing Global Opportunities: Creating a Postsecondary International Education Strategy for Ontario*.

Linking This Strategy to Ontario's Economic Plan

For Ontario to compete successfully, internationalization of PSE must be a strategic part of the government's economic plan, its international trade strategies and its federal-provincial collaboration on immigration and citizenship issues. The Premier has recognized the importance of education to the attraction of business to Ontario and included an educational component in her missions abroad. Beyond the Ministry of Training Colleges and Universities and the Ministry of Research and Innovation, several other relevant government ministries have a role to play in promoting the internationalization of higher education as a key priority in building the two-way pathway for talent and ideas that can help our province grow. They are the Ministry of Economic Development, Trade and Infrastructure (MEDTI), the Ministry of Citizenship, Immigration and International Trade (MCIIT), the Ministry of Municipal Affairs and Housing (MMAH) and the Ministry of Education.

Given university expertise in many different research areas such as health and medicine, quantum physics, IT, mining and resources, water management, climate change, cross border trade and so many others, the importance of promoting the much broader range of university partnerships internationally should be considered by an even wider group of government ministries.

The contributions of Ontario's higher education sector to the building of trade relations, the attraction of investment and the leveraging of innovation are extensive, and include:

- high quality and international reputation of our educational institutions;
- strength of PSE research efforts;
- the development of entrepreneurship skills in institutions across the province;
- the diversity and multicultural student populations;
- the strong employment outcomes of our graduates; and
- the openness to partnerships with other higher education institutions and businesses around the world

In Australia, where higher education is a national government responsibility, and international education is one of the country's largest industrial sectors, the link to economic planning is firmly embedded. The Minister of Education and Training says in the introduction to the country's Draft National Strategy for International Education in 2015:

“International education is a vital part of our prosperity and critical to the Australian Government's plan to build a more diverse, world-class economy – a five-pillar economy – to unleash Australia's full economic potential.”

Executive Summary of Recommendations

1. Make internationalizing education a strategic part of the Government of Ontario's official policies

- Play a convening role in bringing together business and PSE institutions to explore ways to strengthen overseas relationships for mutual benefit
- Promote PSE entrepreneurial capacity to Ontario trading partners in order to secure expanded opportunities for academic and business partnerships here and abroad
- Organize site visits by international delegations of business and government officials to institutions around the province so they can see the strength and breadth of the university research enterprise available across Ontario
- Encourage municipal leaders to take a proactive role in welcoming international students to their communities and to strategically leverage sister city agreements for international student recruitment and PSE partnerships

2. Coordinate with federal partners to address issues, support greater international understanding of PSE, and inform outreach activities

- Improve processing times for study/work permits; lend support to federal commitments to address challenges in the criteria and process for permanent residency status for graduate students and faculty, and encourage the streamlining of the application process for work permits for exempt categories of the Labour Market Impact Assessment affecting student research internships and visiting academics
 - Encourage and facilitate more training for staff in Ontario trade offices and provide more information on the Ontario higher education landscape to Canadian embassies
- 3. Enhance the global perspectives of domestic students through expansion of existing and development of new models of support for increased global experience and mobility**
- To provide more opportunities for domestic students to gain global experience, consider a variety of options, including expansion of the Ontario Universities International or a more flexible student exchange program; reinstatement of the Ontario International Education Opportunity Scholarships program and collaboration on a federal-province mobility program that would be nationwide
- 4. Enhance the attraction and experience of international students through additional postdoctoral, graduate and undergraduate supports**
- To ensure that Ontario graduate attraction approaches are competitive with others, consider increasing the number of Trillium Scholarships as well as allocating increased numbers of Ontario Graduate Scholarships to international students
 - Expand the number of PhD spaces funded through MTCU's allocation of graduate spaces that can be filled with international students, and enhance support of foreign post-doctoral students studying in Ontario and our graduates doing postdoctoral studies abroad
 - Leverage the existing consortium of French language PSE institutions (<http://www.avantageontario.ca>) to boost attraction of francophone students to Ontario
 - To enhance attraction and success of international students, invest in support for expanded recruitment efforts at fairs, missions, etc. and in the broader range of services that international students require
 - Maintain support for national co-funded programs, such as Mitacs, that attract talent on summer internships and support domestic students going abroad

5. Invest in building international capacity and outcomes by reorienting future proceeds of the International Student Recovery Program

- Cap the ISR at 2015-16 levels and allow revenue from tuition growth beyond that to fund institutional goals.

Benefits of Internationalization

The benefits of internationalization are both individual and societal. **For domestic students**, there is the opportunity to acquire global perspectives by learning alongside students from around the world and studying abroad, experiences that will position them better for the global economy. **For international students**, there is the opportunity to learn in high quality institutions that give them a competitive advantage in their careers when they return to their home countries or if they stay in Canada. In both cases, students become ambassadors for the province and its educational institutions as well as a conduit for future business and academic relationships.

A Universities Canada survey in 2014 found that the most important benefits articulated by universities are “the development of a global perspective and values (global citizenship), the development of international competencies and increasing employability and access to job opportunities in the international marketplace.”

Societal Benefits

The key societal benefits of internationalization were identified in a 2012 report called *International Education – A Key Driver of Canada’s Prosperity*. Prepared for the Canadian government by a panel chaired by Dr. Amit Chakma, President and Vice-Chancellor of Western University, the report identifies the following benefits:

- Creating jobs, economic growth and long term prosperity
- Addressing skilled labour shortages
- Relieving demographic pressures and helping ensure long-term labour-force vitality
- Creating opportunities for new Canadians

Economic Benefits

Ontario also benefits both directly and indirectly from international student spending. Beyond spending on books and tuition, they pay for accommodation, shop and seek entertainment in their local communities, and travel beyond their adopted communities to see more of the province. Jobs are created in the education sector and in other sectors to support students – both domestic and international. The economic activity created by international student spending generates significant tax revenues for the province.

The government’s discussion paper concludes that revenues from international activities should not be the “driver for decision making.” Ontario universities agree that

this should not be the sole motivation for internationalization. That said, the economic benefits are significant. International students in Canada spend more than \$8 billion in Canada, including \$455 million in tax revenues, according to a 2012 report commissioned by the federal Department of Foreign Affairs and International Trade. In Ontario, all international students generated over \$200 million in tax revenue and \$2.9 billion in spending, helping to support almost 30,000 provincial jobs and adding \$1.8 billion to the province's GDP.

Key Goals

PSE institutions in Ontario all have their own internationalization strategies designed specifically to meet the needs of their students and to leverage their own differentiated missions, strengths and institutional sizes. Moreover, they also have different priorities and approaches depending on the students that they are attracting and in some cases, these have very specific key performance indicators attached for achievement over extended periods of time. These different priorities are reflected in their approaches to marketing, recruitment, student support and integration, internationalized curricula, and other areas that define their internationalization efforts. To best serve students and the province, therefore, it is important to recognize that no single approach or focus will be appropriate for all.

Ontario's internationalization strategy needs to recognize these differentiated approaches while also addressing the shared goals of:

- ***Enhancing global competencies and cross-cultural literacy in all Ontario postsecondary students.*** Internationalization is integrated into teaching, research and service functions of PSE institutions to encourage the development of global perspectives in students. Through global content, case work and projects, students are encouraged to understand global perspectives in a meaningful way. Foreign language acquisition is also encouraged. However, Ontario and Canada lag behind countries like Australia, Europe and the US in terms of the international mobility of domestic students, despite the benefits that an international experience provides both personally and professionally. The Canadian Bureau of International Education reports that the value of studying abroad includes increased employability, greater international awareness and gains in skills, knowledge and connections. For the province, the benefits are global skills that students in turn bring to the labour market and opportunities to leverage international relationships to foster academic and business partnerships.
- ***Attracting highly skilled international students to Ontario.*** International students will play an increasingly important role in Ontario's future because of increasing globalization and the challenging demographic trends in Ontario. They will help PSE institutions to meet their enrolment needs and in so doing, protect the high standards, reputation for quality and the sustainability of the sector. International students are important not only in enriching the life of campuses and classrooms with different perspectives but also as a source of talent to address domestic labour shortages.

To make applications to Ontario universities more transparent for international students, the Ontario Universities' Application Centre is now processing more international students for admission to university programs. Ontario universities are also implementing a coordinated approach, using a third party vendor, to authenticate international transcripts.

In time, there may well be an international opportunity associated with the emerging online education capacity that is developing in Ontario through a consortium of universities and colleges supported by the government. eCampus Ontario, in its first year of operation, is providing a strong platform of online opportunities for domestic students; with further investment, it could become an online hub to grow distance education on an international basis and in so doing, contribute to the global profile of Ontario as high quality education provider.

- ***Attracting graduate talent to support international research.*** The province's research and innovation engine depends on the international recruitment of graduate talent in order to sustain the pipeline that contributes to the economic and social wellbeing of the province. The Trillium Scholarship program has been helpful in attracting PhD students to pursue their doctoral studies in Ontario, as has the greater flexibility in the use of some Ontario Graduate Scholarships for international doctoral students. Ontario universities welcomed this policy change last year and have taken full advantage of the available funding. Going forward, increased scholarship support and flexibility will be necessary to ensure that Ontario is able to compete for advanced talent and continue to feed the research pipeline, of which graduate students are an integral part.

In addition, the capacity to attract advanced research talent will be enhanced if the Ontario government takes every opportunity on missions abroad to make governments, business and universities aware of the strength of the research enterprise here. Increasing the number of partnerships in joint research and development that involve students and researchers from multiple countries working together will be an important way to build awareness and attract talent.

The Australian draft national strategy explicitly indicates that it will:

“maintain science-focused diplomatic relationships and support research dialogues and bilateral research collaborations with key partner governments to help research networks make connections.”

- ***Leveraging relationships with external groups, such as local cultural groups and business for support.*** Many institutions have cultural groups in the areas where they are located that could play a role in providing local cultural support to international students. In BC, for example, the provincial international education strategy encourages municipalities to host international days to celebrate their international populations, including students. This welcome gesture helps to augment the efforts educational institutions make to integrate international students. Even if these groups do not dovetail exactly in terms of their home country, their members are likely to have some understanding of the

challenges for people coming to a foreign place and a capacity to welcome and support.

Business partnerships are also important to building the internationalization agenda. The government's Discussion Paper points out that "the province has a broad business base that includes domestic companies operating abroad, foreign companies operating in Ontario and other organizations that could partner with colleges and universities to increase their global reach." Indeed, this is another important convening role that the government could play with business and PSE institutions in strengthening overseas relationships for mutual benefit.

As well, PSE institutions have alumni networks here and abroad that are being leveraged to identify opportunities abroad and also to make introductions that might be useful for building partnerships with companies and institutions abroad on research and teaching.

"International education is a key driver of Canada's future prosperity, particularly in the areas of innovation, trade, human capital development and the labour market."

*—International Education: A Key Driver of Canada's Future Prosperity,
the Advisory Panel on Canada's International Education Strategy Final Report*

The University Commitment to Internationalization

Ontario's PSE sector has long understood the benefits of internationalization and has been expanding and enhancing their international initiatives for some time.

There is much evidence of the deep commitment of universities to internationalization reported in a comprehensive survey of members by Universities Canada (formerly AUCC), which includes Ontario institutions. It found that:

- 95 per cent of universities identify internationalization as part of their strategic planning, including 82 per cent that view it as one of their top five priorities
- More than 80 per cent offer a degree or certificate program abroad with international partners, and 97 per cent offer opportunities for domestic students to study abroad
- 79 per cent prioritize the pursuit of high quality international partnerships over the quantity of these partnerships
- 45 per cent identify international undergraduate recruitment as a top priority – and 79 per cent place it in their top-five priorities
- 43 per cent of scientific papers published in Canada between 2005 and 2010 had an international collaborator, the seventh-highest level in the world

Scope of Inbound and Outbound Student Activity

- In 2014-15, Ontario universities enrolled almost 49,000 international students at the undergraduate and graduate levels – a growth of more than 95 per cent since 2005
- International students account for eight per cent of all university students in Ontario, and collectively Ontario universities welcome more than one-third of all international students coming to Canada
- The average growth rate of international students over the last ten years is more than twice that of domestic students
- Undergraduates represent the largest share (72 per cent) of international students, though they account for just 6.6 per cent of the overall undergraduate body
- Almost 1 in 6 graduate students in the province is an international student
- The overall FTE growth rate of international students in Ontario between 2003 and 2012 (78%) is below the national average (88 per cent) and well below the growth seen in Alberta (112 per cent) and British Columbia (203 per cent)
- Ontario continues to have the largest proportion of international students in the country, but its overall share of the national total has declined by 1.9 per cent in the last decade
- While polls indicate that international learning experiences are highly valued by parents, students and employers, only about 3 per cent of domestic students go abroad

Barriers

Competition

Canadian higher education institutions have robust two-way exchanges with countries around the world, but the global environment has become increasingly competitive and Ontario's position is eroding.

- Much more aggressive international student recruitment is expected from the US because of an expected demographic slowdown in domestic enrolment and a lifting of the ban on the use of agents for recruitment purposes. Similarly, the UK, Australia and New Zealand have all released international strategies in the last few years.
- Ontario also competes with other Canadian jurisdictions, which have a competitive funding advantage for the attraction of international students. Ontario still welcomes the largest share of international students in the country (34 per cent), but its overall share of the national total has declined by 1.9 percent in the last decade.

Ontario is the Only Province that Taxes Institutions for International Students

Ontario, in contrast to our major provincial counterparts, provides much less public funding for international students. In fact, universities are required to remit to MTCU

\$750 for each of their international undergraduate and master's students as part of the International Student Recovery (ISR) program.

- Seven provinces allocate most or all public funding to institutions as a block grant that does not distinguish between domestic and international students; the remaining provinces subsidize some programs or a percentage of international enrolment.
- In 2013-14, the ISR program redirected almost \$10M from universities to the government – a figure that is projected to rise to over \$40M by 2017-18.
- The additional cost pressures on institutions posed by the ISR must often be passed on to students through tuition increases, which decrease Ontario universities' competitiveness in the national and global marketplace. In addition, the Recovery impacts the level of institutional support that can be directed to international students, graduate level students particularly, and also acts as a deterrent to institutions forming international partnerships.

Support Services for International Students

International students benefit from early and frequent academic advising and better preparation around classroom expectations. Universities have to focus on helping students with academic acculturation to ensure that they are familiar with the norms in classrooms and in terms of group work, projects and presentations. International students often have a different understanding of academic integrity and so additional time is needed at the beginning of their academic careers here to familiarize them with standards in these areas and help them to address them in their work. Communications skills both verbal and written also often require additional teaching attention in order to ensure the success of international students.

The transition to a new country and new academic approaches can be challenging, and so international students are often some of the biggest users of campus health and wellness services. Universities are also called upon to help provide advice around employment, financial support and facilitating access to securing immigration information. All universities provide these supports to their students through a combination of their international centres and offices and other appropriate departments.

Federal Regulatory Environment Poses Some Barriers

An Ontario strategy for internationalization needs to be mindful of the constraints that exist from a federally regulated system of access through study/work permits, visa and permanent residency for international students. The Australian government, which has always had the quickest turnaround on student visas, indicates in its 2015 Draft National Strategy for International Education that it “will maintain competitive visa settings.” There is room for Canada, with the support and cooperative appeal of Ontario, to make Canadian processing times more competitive, as well as to streamline regulations and the application process for work permits for exempt categories of the Labour Market

Impact Assessment program affecting students who visit for research internships and visit academics.

Barriers to Domestic Student Mobility

Currently, only three per cent of Ontario students go abroad, even though past surveys of parents of potential university students indicate a strong desire for international experience. Financial considerations remain the most commonly articulated problem, although the lack of flexibility around transferring credits is also cited as a barrier.

Trade Targets not Necessarily Best Educational Targets

While governments like to focus on a set list of countries for trade purposes, not all universities will conclude that Ontario's list is the right list for them because of their own unique characteristics. Thus, it is important to be careful in the international strategy not to rigidly define a list of target countries.

Source countries

- The majority (70 per cent) of all international students in Ontario universities come from just 10 countries.
- China, by a wide margin, is the single largest source of international students, representing 43 per cent of all international students.
- This is consistent with trends in other national and international jurisdictions, as Chinese students represent almost one in six international students globally.
- At the undergraduate level, Nigeria, South Korea, Saudi Arabia and India comprise the next four largest source countries – India, Iran, US, Saudi Arabia at the graduate level

Recommendations

1. Make internationalizing education a strategic part of the Government of Ontario's official policies.

Internationalization of PSE needs to be seen as a strategic part of the government's economic plan, its international trade strategies and its immigration and citizenship policies. The Premier's Office and all the relevant government ministries (METDI, MCIIT, MTCU, and MRI) have a role to play in championing Ontario's higher education sector and the internationalization of higher education as a key priority in building the two-way pathway for talent and ideas that can help our province grow.

Since students are recruited to universities and colleges throughout Ontario, municipalities can play a role in helping them feel like a part of their communities through international festivals and other initiatives and to use sister city relationships for strategic recruitment efforts. For its part, the Ontario government needs to promote the broader benefits of international students and encourage municipal engagement in welcoming international students to the many communities throughout Ontario where higher education institutions are located.

- Encourage municipal leaders to take a proactive role in welcoming international students to their communities and to strategically leverage sister city agreements for international student recruitment and PSE partnerships

The entrepreneurial capacity being fostered on our campuses through courses, competitions, lecture series and student business incubators is highly sought after by emerging countries and even OECD countries. There are already examples of the export of this knowledge through partnerships in other countries. Ontario could expand opportunities for partnerships around academic programs with entrepreneurial training and internships by taking the lead in promoting this capacity to the world.

- Promote PSE entrepreneurial capacity to Ontario trading partners in order to secure expanded opportunities for academic and business partnerships here and abroad

Institutional research capacity and its partnerships with business are important economic assets of the province, providing the conditions for both investment and trade. They would benefit from a stronger endorsement from provincial leaders when travelling abroad and well as from more defined initiatives that help to showcase those strengths.

- Organize site visits by international delegations of business and government officials to institutions around the province so they can see the strength and breadth of the university research enterprise available across Ontario
- Play a convening role in bringing together business and PSE institutions to explore ways to strengthen overseas relationships for mutual benefit

Graduate students play a vital role in universities' research missions, and the attraction of top talent from around the world improves Ontario's research capacity. The ability to attract that talent in a competitive way against other provinces and countries would be enhanced by an increased number of Trillium Scholarships and increased allocations of Ontario Graduate Scholarships to international students.

2. Coordinate with federal partners to address issues, support greater understanding and inform outreach activities

- Improve processing times for study/work permits; lend support to federal commitments to address challenges in the criteria and process for permanent residency status for graduate students and faculty, and encourage the streamlining of the application process for work permits for exempt categories of the Labour Market Impact Assessment affecting student research internships and visiting academics

Processing times for study permits have improved over the years but are still uncompetitive with other jurisdictions such as Australia, the U.S. and Britain. The attraction of top talent depends on further improvement in processing time. There have also been challenges with the new approaches to securing permanent residency, but

recent announcements by the federal Minister suggest that there is a willingness to address these. The Ontario government's support of federal commitments to changes in the permanent residency processes would be helpful, as would the exploration of the setting of timelines for student visa applications, which would make recruitment efforts more competitive with other countries.

- Encourage and facilitate more training for staff in Ontario trade offices and provide more information on the Ontario higher education landscape to Canadian embassies

EduCanada has done much in past years to create a new education brand for Canada, and both Ontario trade offices and Canadian embassies are helping PSE institutions on the ground with arrangements. However, there are often gaps in their understanding of institutional strengths and the scope and scale of the sector. More training for staff in these venues would help to ensure that they are able to be more proactive in identifying opportunities for student recruitment and research partnerships in the course of their work. It would also be helpful for PSE institutions to be provided with contact information for educational counselors in Canadian embassies around the world to support institutions in their outreach abroad.

3. Enhance the global perspectives of domestic students through expansion of existing and development of new models of support for increased global experience and mobility.

Ontario's domestic students and the Ontario economy benefit from graduates with enhanced global perspectives and experiences of the world beyond their borders. There is no doubt that the presence of international students on Ontario campuses helps to enrich the understanding of domestic students of global issues, as do university initiatives to embed global examples and perspectives into curriculum. However, well-founded perspectives to meet the challenges of a globalized world ultimately require more Ontario students to immerse themselves in another culture and engage in experiential learning through internships and coop placements in another country.

Ontario Universities International is one important area for collaboration between the Ontario government and universities. It supported 368 outbound students in four student exchange programs to China, India, France and Germany. In addition to direct exchanges, there is growing interest in summer research internships and French language programs. Student feedback is very positive and further expansion of summer programs is desired.

There is a need to ensure larger numbers of students can be exposed to an international experience, and so other options need to be explored. The reinstatement of the former Ontario International Education Opportunity Scholarships program may be one route to incent students to go abroad with some support. This program provided students with flexibility in their choice of destinations.

Another option is for the Ontario government to work with the federal government and other provinces on the development of an international student mobility program to create enhanced opportunities for students to go abroad for study, cultural exchanges, service learning and other experiential learning activities. Such a program, calling for 50,000 Canadian students a year to be sent abroad, was previously proposed to the federal government in the report of the Advisory Panel led by Amit Chakma. Now there is an opportunity to resurrect that proposal to send a signal to world of the talent and opportunities here.

- To provide more opportunities for domestic students to gain global experience, consider a variety of options, including expansion of the Ontario Universities International or a more flexible student exchange program; reinstatement of the Ontario International Education Opportunity Scholarships program and collaboration on a federal-province mobility program that would be nationwide

4. Enhance the attraction and experience of international students through additional postdoctoral, graduate and undergraduate supports

The attraction of top talent to graduate studies is critical to driving the research enterprises that benefit the province from an intellectual, economic and social perspective. Competition is particularly stiff in this area and could be combatted with an increased number of Trillium Scholarships and an expanded allocation of current graduate spaces to international students, which would help Ontario to better compete for talent.

- To ensure that Ontario graduate attraction approaches are competitive with others, consider increasing the number of Trillium Scholarships as well as allocating increased numbers of Ontario Graduate Scholarships to international students
- Expand the number of PhD spaces funded through MTCU's allocation of graduate spaces that can be filled with international students, and enhance support of foreign post-doctoral students studying in Ontario and our graduates doing postdoctoral studies abroad

National programs where provinces participate as partners are also critical to the attraction of talent and the promotion of Ontario's research enterprise. For example, the MITACs Globalink Research Internship is a competitive initiative for international undergraduates from Australia, Brazil, China, France, India, Mexico, Saudi Arabia, Tunisia, and Vietnam. From May to September of each year, top-ranked applicants participate in a 12-week research internship under the supervision of Canadian university faculty members in a variety of academic disciplines, from science, engineering and mathematics to the humanities and social sciences. Continued provincial support is critical to ensure that Ontario maintains access to these programs, as other provinces do, and has the opportunity to send domestic students abroad, a new component of the MITACs program.

- Maintain support for national co-funded programs that attract talent on summer internships and support domestic students going abroad

The PSE sector is well equipped to participate in exchange programs for francophone students as well as to participate in increased recruitment that could help to address the goal of five per cent francophone immigration articulated in the discussion paper. The University of Ottawa, Laurentian University, Humber College and York University's Glendon Campus provide a broad range of programming in French, and a consortium of French language PSE institutions (<http://www.avantageontario.ca>) exists to support efforts to attract and retain Francophones from around the world.

- Leverage the existing consortium of French language PSE institutions (<http://www.avantageontario.ca>) to boost attraction of francophone students to Ontario

International students, particularly at the undergraduate level, have a greater need for support in navigating their academic path and even their living arrangements, academic counseling, development of language proficiency, need for mentoring and advice as well as access to safety nets to help them cope in their new environment. Universities believe that the academic success and welfare of these students is crucial and all, therefore, have an international student office designated to provide them with a range of services or to link them to the university offices best-equipped to deal with a specialized need in a particular area. For some years, student groups have called for more support for international students to ensure their success.

Universities have endeavored to address the increased volume of international students on their campuses without any government funding to support these initiatives. Future investment will be required if we are to continue to increase the number of international students and ensure that they are successful, and in turn become ambassadors for future students from their home country. Similarly, other internationalization strategies, such as increased marketing to attract students and embedding curriculum with global examples and perspectives, will require investment.

- To enhance attraction and success of international students, invest in support for expanded recruitment efforts at fairs, missions, etc. and in the broader range of services that international students require.

5. Invest in building capacity and strong student outcomes by reorienting future proceeds of the International Student Recovery Program.

More international students equates to more demands for service and the capacity to ensure a quality experience for all. To advance the internationalization strategy as the Ontario government desires will require renewed commitment to funding and we suggest:

- Cap the International Student Recovery program at its 2015-16 levels and allow revenue from tuition growth beyond that level to fund differentiated institutional goal

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