

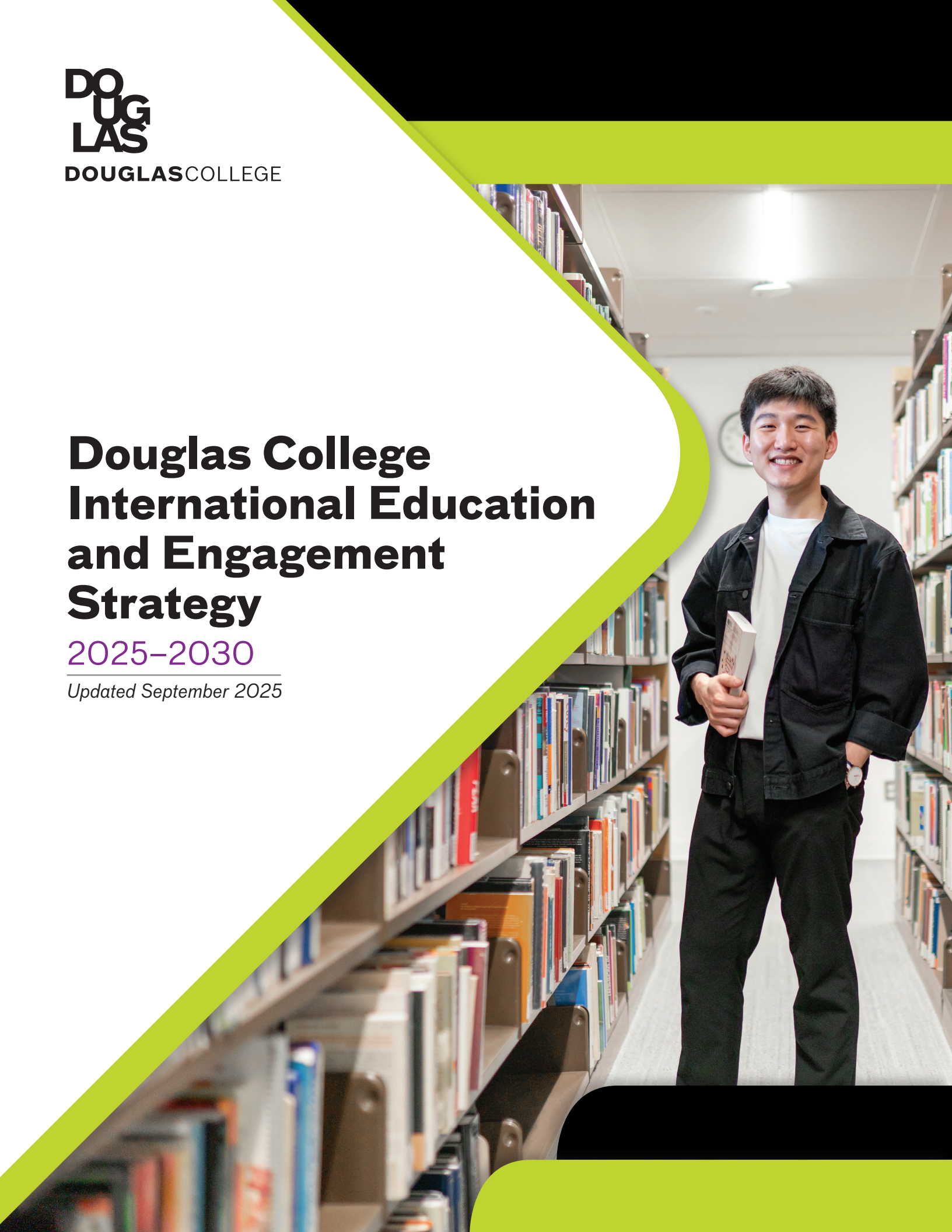


DOUGLAS COLLEGE

Douglas College International Education and Engagement Strategy

2025–2030

Updated September 2025



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Territorial acknowledgement

Douglas College respectfully acknowledges that our campuses are located on the unceded traditional and ancestral lands of the Coast Salish Peoples, including the territories of the q'ícəy' (Katzie), q'wa:ńł'əń (Kwantlen), kwikwə́ləm (Kwikwetlem), xʷməθkʷəy̓əm (Musqueam), qiqéyt (Qayqayt), Skwxwú7mesh (Squamish), scə́waθən (Tsawwassen) and sə́lilwətał (Tsleil-Waututh) Peoples.



Executive summary

This Strategy sets the foundation for international education at Douglas College over the next five years. It aims to build a globally connected, balanced and student-centred approach that supports sustainable growth and meaningful international engagement.

The Strategy centres on three key themes:

- **International Student Enrolment:** Douglas College will maintain a sustainable, diverse student body by strengthening recruitment, agent management and marketing strategies to attract and support high-quality students.
- **International Student Transitions and Success:** Douglas College will ensure students feel supported and empowered, from inquiry, to graduation and beyond, through clear communication, responsive services and expanded mobility opportunities.
- **International Partnerships and Global Engagement:** Douglas College will build and strengthen global and local partnerships to expand opportunities for students and faculty, support mobility, and enable collaborative programs and credentials.

Key objectives and initiatives include the following:

- Developing data-driven recruitment strategies targeting diverse markets, including in-Canada recruitment.
- Enhancing agent management and marketing for transparency and effective student screening.
- Providing timely, accurate communication and comprehensive support services focused on transition, belonging and post-graduation success.
- Evaluating the accessibility and inclusiveness of student mobility opportunities.
- Expanding internationalization-at-home programming on campus.
- Supporting College enrolment targets by strengthening partnerships at provincial, national and international levels, with a focus on transfer and articulation agreements and pathway opportunities.
- Implementing risk management and safety practices to support international engagement.

Next steps: Implementation of this five-year Strategy will be guided by operational unit plans with clear performance indicators. Progress will be monitored annually, and a comprehensive report will be provided at the end of five years.

A message from the President and CEO

Douglas College has a long history of involvement in international education.

The College offers a wide range of international education opportunities for students and faculty to learn about other countries and cultures. For example, domestic students can study abroad, international students can study in Canada, faculty exchanges can be arranged with international partner institutions, and delivery of Douglas courses and programs can occur in international contexts through joint programs and field schools. In addition, the College hosts many events for students on campus to share aspects of their cultures, contributing to the College's own vibrant and inclusive culture.

The Douglas College International Education and Engagement Strategy was developed to build awareness of the reasons why Douglas College is committed to international education. International education at Douglas College is not a means to an end. It is an end in itself. The goal of international education at Douglas College is to be transformative for students, for faculty, and for the institution, as the presence of international students on campus has contributed enormously to the vibrancy of campus life.

Douglas College recognizes the world is rapidly changing and post-secondary education plays an important role in preparing local, national and international communities for the future.

Sincerely,



Kathy Denton
President and CEO

Introduction

The need for an international education strategy

Strategic planning is about asking ourselves, as a publicly accountable institution:

- Are we going in the right direction?
- Are we providing what our students and our communities need from us?
- What else could we be doing?

Douglas College International (DCI) has undertaken effective and informed strategic planning and priority-setting practices for decades to guide the College's international activities and partnerships as well as its engagement opportunities for students and employees at home. This document, however – the Douglas College International Education and Engagement Strategy, 2025–2030 (the Strategy) – is DCI's first publicly available strategic planning document.

The Strategy has been developed in response to the provincial [Ministry of Post-Secondary Education and Future Skills requirement](#) for all public post-secondary institutions to develop and implement an international education strategic plan. This Strategy also responds to ongoing federal changes, particularly at the Department of Immigration, Refugees and Citizenship Canada (IRCC), with its recent limiting of the allocation of study permits for international students and subsequent requirement for post-secondary institutions to confirm international student enrolment through [Provincial Attestation Letters](#). As evident throughout this Strategy, Douglas College is working with all these changes in ways that continue to demonstrate the College's belief that international education contributes to and improves communities, the province and the country.

This Strategy was also developed within the context of, and supports, the overarching [Douglas College Strategic Plan, 2025-2030](#), specifically addressing Theme 3: Diversified International Education, by focusing on three broad aspects of international education at Douglas College:

- International student enrolment
- International student transitions and success
- International partnerships and global engagement

Objectives and initiatives supporting these themes will guide and support DCI to ensure a sustainable path for international education over the next five years. Through this adaptable and sustainable Strategy, and the implementation plans and performance indicators to follow, DCI will ensure a balanced approach and strong future for international education and engagement at Douglas College.

Why engage in international education?

International education is a strategic, purposeful and concerted effort by learning institutions to foster and develop the intercultural competencies, global awareness and international perspectives of students and employees, empowering them to navigate an increasingly interconnected and multicultural world with confidence. Or, as Canadian scholar Jane Knight tells us, internationalizing higher education is about “integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education,”¹ a definition that underscores the reality that international education is not limited to the mobility of *people*. It also encompasses curriculum, research, institutional partnerships and the broader campus culture.

At Douglas, international education aligns with the College’s institutional mission: *to graduate resilient global citizens who are prepared to adapt, innovate and lead in a changing world*. The College sees internationalization not as a separate, stand-alone activity but as a core strategy, integrated throughout the institution with the goal of enriching academic quality and preparing graduates for success in both local and global contexts.

Currently, our international education efforts include the following:

- **International recruitment and enrolment management**, bringing a diversity of perspectives and experiences to our classrooms, enhancing the learning environment for all students.
- **Student mobility**, including study abroad, faculty-led field schools and virtual exchanges (e.g., COIL² projects), all of which foster the development of global competencies such as adaptability, cultural empathy and communication skills.
- **Academic collaboration** with peer institutions abroad, expanding opportunities for joint credentials, transfer and articulation agreements, research partnerships and global learning.
- **Internationalization-at-home** activities, to ensure that students who do not travel abroad can still benefit from culturally diverse classrooms, global curriculum, and exposure to international ideas and communities.
- **International student support services**, which facilitate successful international student transitions by addressing the distinct needs of international learners – from pre-arrival to post-graduation – through services such as specialized orientation sessions, peer mentorship programming, culturally informed advising and events that integrate these learners into the College community and respond to challenges related to immigration, academic adjustment, financial pressures and cultural adaptation.
- **Supporting Indigenization** efforts and ensuring alignment between the commitments the College has made in support of the Truth and Reconciliation Commission *Calls to Action* and our internationalization objectives.

International education at Douglas also directly supports the College’s [2025–2030 Strategic Plan](#) and its commitment to building a campus that is diverse, connected and globally engaged.

¹Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5–31.

²Collaborative Online International Learning projects

A brief history of international education at Douglas College

Douglas College has been at the forefront of international education in the province of British Columbia for over 35 years. Below are some of the College's successful early efforts that forged key relationships and partnerships, many of which continue to grow.

- In 1990, Douglas College signed its first agreement to explore engagement opportunities with Japan, receiving the first international students from there in 1991 to study English as an additional language.
- In 1994, Douglas College began actively recruiting international students, focusing initially on university-transfer programs.
- By 1996, the College developed joint programs with peer institutions in China, Japan and Korea.
- In 1998, a joint degree in Financial Markets and Investment Management – a Douglas College credential offered at the Shanghai University of International Business and Economics (SUIBE) – was approved by Shanghai's municipal education authority; this collaboration remains active, graduating over 100 students annually and exemplifying the College's commitment to sustainable and high-quality international engagement.

In order to build a systematic approach to international education, the College created Douglas College International (DCI), an administrative unit charged with advancing the College's international efforts in the areas of recruitment, international student services and global engagement.

Through DCI's efforts – three decades since the College's first international activities – international education has transformed the institution, its students, faculty and staff.

Highlights of the College's recent internationalization profile include the following:

- By 2023, hosting approximately 4,000 international students from nearly 100 countries.
- Actively partnering with nearly 40 top-ranked colleges and universities in more than 25 countries around the world.
- In 2024–2025, sending over 220 students abroad for an international experience and awarding more than \$350,000 in scholarships and bursaries.

Today, international education is truly embedded throughout the College's programs and the delivery of services to students. It has changed the institution by welcoming the world to it.

Aligning Indigenization and internationalization at Douglas College

During the 2019 Winter Semester, Douglas College undertook to develop its first overarching, long-term [Indigenization Strategy](#). A steering committee conducted broad consultations with students and employees, as well as with members of local Indigenous communities. The resulting Strategy outlines three broad objectives and eight subsidiary ones that have been guiding the College as it continues to respond to the TRC's *Calls to Action* and the provisions of the United Nations' Declaration on the Rights of Indigenous Peoples (UNDRIP).

These objectives also help guide the College's efforts to integrate and align our internationalization efforts with our commitments to Indigenization. These two important areas of learning have a great deal of natural congruence, as the following examples demonstrate:

- Internationalization and Indigenization activities share an emphasis on intercultural competency and understanding, the importance of community and opportunities for land-based learning, sustainability and reciprocity.
- Field schools and other learning abroad opportunities may offer Indigenous students opportunities to study Indigenous perspectives and experiences internationally, and field schools for international students coming to Douglas can provide these students with opportunities to learn from Indigenous communities in Canada.
- Academic content or courses can bring together Indigenous and international scholars and students to explore themes such as global justice, colonization and de-colonization, and the impact of climate change on Indigenous populations.
- Douglas College International (DCI) is committed to exploring academic and mobility partnerships with institutions with Indigenous populations (e.g., Colombia, Ecuador, Mexico, New Zealand, Norway, Peru and the United States, including Hawai'i) to foster reciprocal exchanges of knowledge and people (students, faculty).

To ensure international students arrive with some context for Canada's colonial history, the Truth and Reconciliation Commission's *Calls to Action* and UNDRIP, DCI includes information on Indigenous education and on-campus Indigenous student supports in new international student orientation and ongoing information sessions. It does this in collaboration with the College's [Indigenous Student Services](#) team.

Additionally, Indigenous students embarking on study abroad opportunities receive a variety of wrap-around supports specific to their needs, also provided in collaboration with the Indigenous Student Services team (e.g., pre- and post-departure orientations with Elders).

Challenges and opportunities in international education

If international education is seen as a sector within the British Columbia economy, it is easy to understand how this “sector” is tied to the ebb and flow of market forces, government regulation, competition from other players – in both Canada and abroad – and changing national and international politics.

These factors all create challenges and opportunities for Douglas College as it plans to maximize the latter while mitigating the former in each of the three key domains of activity addressed in this Strategy – international student enrolment, international student transitions and success, and international partnerships and global engagement.

Key challenges and opportunities are outlined for each domain below.

International student enrolment

The international education landscape is facing heightened uncertainty due to evolving federal legislation and policy. These changes have introduced significant market volatility and contributed to a decline in international demand for Canadian education. As a result, prospective students, parents and education agents are increasingly questioning whether Canada remains a supportive and welcoming destination for international learners. Compounding this issue are extended study permit processing times – which, in many cases, have more than tripled – creating additional barriers to recruitment and enrolment.

Despite these challenges, Douglas College also sees strategic opportunities. We are actively exploring and investing in historically under-represented and emerging markets to help diversify our international student population. Recent policy shifts around post-graduation work permit (PGWP) eligibility have also reinforced the strength of our career-aligned programming, particularly in areas with strong labour market demand such as early childhood education, health sciences, and science and technology. In parallel, regulatory changes are prompting renewed focus by government and institutions on many aspects of compliance and quality assurance – particularly in how we manage and collaborate with our global network of recruitment partners.

International student transitions and success

In addition to student recruitment and enrolment challenges, DCI is aware of other uncertainties facing our current students. First, recent federal reforms – particularly the introduction of tightened eligibility for Canadian PGWPs – have directly affected students’ ability to plan their academic journey and transition into a career after graduation. And affordability and access to housing present additional ongoing struggles for international students at the College.

These challenges can be seen in the daily interactions among international students and the [DCI Student Services](#) team. An increased number of students are requesting advising appointments, unsure whether their study path will lead to work rights or permanent residency, especially in non-degree programs tied to labour market demand. They are experiencing increased stress and documentation issues, as reflected in a sharp rise in inquiries and appeals to both DCI Student Services and DCI registered international student immigration advisors (RISIAs). Although overall international student enrolments are reduced in 2025/26, the College's RISIA-certified advisors face more complex caseloads, often having to explain policy changes on short timelines and with little federal clarity, and the Student Services team is experiencing more enquiries from current students navigating challenging financial situations and stress.

With fewer international students enrolled at the College, the DCI Student Services team is finding opportunities and capacity to support these students through their College journey from arrival through post-graduation, including by supporting the peer mentorship program, connecting with integrated College-wide resources such as mental health supports, and providing students with clear and timely communication. In addition to supporting the overall goal of ensuring academic success and positive outcomes after graduation, the Student Services team will continue to focus resources on supporting enrolment and student retention – for example, by expanding community-building “internationalization-at-home” activities that support student transition to the College community through greater integration with domestic students.

One major opportunity facing DCI today, as we launch this Strategy, is the current building of the College's first-ever on-campus housing: the new 20-storey academic and student housing building, under construction at [808 Royal Ave.](#) in New Westminster, will provide 368 student beds and 11 storeys of academic and collaboration space. This project will offer affordable housing right at campus, easing the burden for students balancing their studies, work and life – particularly international learners who face housing pressures, social isolation and challenges adapting to a new academic life in Canada. Through collaboration with the College's Student Housing team, as it develops its plan to foster a live-learn community, DCI's Student Services team can play a crucial role in supporting international student integration, with the goal of promoting belonging, academic success and well-being on campus.

International partnerships and global engagement

It can be challenging to maintain relationships with international partners while producing the desired goals and outcomes for each institution. The College continues to be strategic in this area, considering formal relationships only with peer institutions that share similar values and purposes. Signing a memorandum of understanding (MOU) is often the first step, but on its own this formal act does not ensure a meaningful partnership; the MOU must be followed by specific activities in areas of student mobility or academic collaboration, such as faculty research.

Shrinking international enrolments create another challenge to maintaining vibrant, meaningful global engagement opportunities: The resulting falling revenues are reducing our ability to offer generous scholarships to a wide number of students, which in turn can limit outbound mobility. As well, the federal government's decision to terminate Global Skills Opportunity funding for student mobility aimed at domestic students from disadvantaged groups has further reduced opportunities for some of these students.

Many opportunities to increase international engagement have opened in the last few years since many institutions started to offer more courses in English, making them accessible to English-speaking visiting and international students. Equally important is the fact that many Asian and European institutions are open to the idea of short-term mobility, enabling Douglas College students to travel and study internationally for a few weeks or a month rather than an entire semester. These changes are providing Canadian students with more affordable and sustainable ways to experience education abroad.

Global engagement can also mean providing students on our campuses with opportunities for international experiences, broadly defined. While we continue to support short-term mobility options such as field schools led by faculty members, short-stay and the more traditional semester abroad, the College and its international partners are engaging more in COILs and other activities that similarly leverage technology to bridge geographical and cultural divides. The Global Engagement team sees room to increase its collaboration with the DCI Student Services team to conduct more "internationalization-at-home" activities, thereby better leveraging the multicultural landscape of our own College community.

Strategic direction

Institutional context, themes, objectives and initiatives

The Douglas College International Education and Engagement Strategy 2025–2030 is guided by Douglas College's Core purpose, Vision and Values, outlined below.

Core purpose

We inspire our students to do what they love and be good at it, providing educational experiences that challenge and enlighten, and open doors to lives of passion and purpose.

Vision

To graduate resilient global citizens with the knowledge and skills to adapt, innovate and lead in a changing world.

Values

- *Honesty and integrity*
- *Innovation and creativity*
- *Diversity and inclusion*
- *Accountability and sustainability*
- *Community and relationships*

Our Strategy focuses on three domains of activity:

1. International student enrolment.
2. International student transitions and success.
3. International partnerships and global engagement.

These functions are not mutually exclusive but, rather, interwoven to support Douglas College's 2025–2030 Strategic Plan's theme of Diversified International Education.

Under each, there is a series of high-level objectives and steps that outline how the College will get there via its initiatives. The details of each initiative will be further refined in unit operational plans to include timelines, targets and key performance indicators (KPIs) for the next five years.

International student enrolment

Douglas College is committed to maintaining a sustainable and diverse level of international student enrolment that enhances the overall student experience and supports institutional resilience. This includes strengthening recruitment strategies, deepening relationships with education agents and refining marketing efforts to attract high-quality students who are well suited to succeed at the College. Ensuring students have access to the programs, services and supports they need – from initial inquiry through to alumni engagement – is central to this approach.

The College will continue to target international enrolment to a maximum of 30 percent of the total student population across both campuses. It will also continue its program waitlisting and course registration practices that manage ratios between domestic and international students. These enrolment balancing strategies enable Douglas to realize the academic, cultural and economic benefits of international education while safeguarding access for domestic students and preserving capacity within programs and classrooms.

OBJECTIVE 1.1

Strengthen international enrolment strategies to attract high-quality, well-matched students.

Douglas College is committed to enrolling international students who are academically prepared and well suited to succeed within the College's learning environment. A refined and strategic approach to international enrolment helps ensure that students are aligned with the College's programs, academic expectations and support services, with a focus on student quality, fit and long-term success. By optimizing our enrolment strategy, the College will improve student retention, academic outcomes and graduation success while protecting institutional integrity in a rapidly changing regulatory landscape. We will continue to build a student population that reflects both academic excellence and diversity – a population positioned to thrive and contribute meaningfully to the campus and local communities.

INITIATIVES

- I. Continue expanding recruitment into emerging and under-represented markets to diversify international enrolment, reducing reliance on the Asia Pacific region while broadening our global footprint. By attracting academically strong students from Latin America, Africa and Central Asia, we enhance classroom diversity and global engagement, and strengthen our position in a competitive international education environment.
- II. Strengthen data-driven recruitment tactics by using market intelligence tools to prioritize regions and inform decisions. Leveraging analytics allows the College to target investments more effectively, evaluate market potential and track return on recruitment efforts in a transparent, measurable way.

- III. Develop direct-to-College enrolment channels to attract academically strong students and reduce dependency on recruitment agents. This initiative includes improving our digital presence, simplifying the application process and increasing student awareness of the College's value proposition.
- IV. Align international enrolment with strategic enrolment management (SEM) principles by collaborating with Enrolment Services and Institutional Effectiveness to ensure balance with domestic enrolment. This coordination helps manage enrolment pressures, preserves access to required courses and ensures sustainable growth across both student populations.
- V. Diversify program promotion beyond business disciplines to showcase academic strengths across all six faculties. A broader marketing focus highlights under-represented programs in areas such as health sciences, social sciences and the arts, to help students continue making better-informed academic choices. This approach also elevates the profile of lesser known but high-quality programs.

OBJECTIVE 1.2

Strengthen agent management practices to maintain high-quality student recruitment.

Douglas College is committed to working with recruitment agents who reflect our values, uphold ethical standards and support student success. A robust, well-managed agent network is essential to ensuring that incoming students are well informed, prepared and a strong fit for the College's academic environment. By further strengthening agent management practices, we will improve the quality of applicants, support compliance with regulatory standards (provincial and federal) and enhance the overall student experience.

INITIATIVES

- I. Align agent management practices with evolving government regulations to ensure compliance and transparency. This will involve regularly reviewing policies and procedures considering IRCC and provincial requirements to maintain institutional credibility and risk mitigation. Ongoing monitoring will further ensure that agent conduct continues to meet both ethical and regulatory standards.
- II. Streamline internal agent management processes to improve performance tracking and contract oversight. By implementing clearer workflows and more robust digital systems, we ensure accountability and increase administrative efficiency.
- III. Enhance agent training and recognition to ensure accurate advising and reward strong performance. A comprehensive training program and a formal recognition strategy helps reinforce high standards and promote long-term agent engagement.

- IV. Implement student feedback mechanisms to monitor and improve agent conduct. Surveys and focus groups with incoming students help identify gaps in agent service quality and ensure alignment with our institutional values and service charter.

OBJECTIVE 1.3

Refresh marketing and communications to ensure transparency and build trust.

Clear, accurate and transparent communication is essential to supporting informed decision-making for prospective students and their families. Douglas College recognizes the importance of providing timely, factual and accessible information – particularly around tuition, ancillary fees and cost of living – across all marketing channels. A refreshed, student-centred approach to communications will enhance our credibility, strengthen our reputation and ensure that students have the knowledge they need to choose Douglas with confidence.

INITIATIVES

- I. Ensure tuition and cost transparency across platforms by clearly displaying relevant information. This includes highlighting all mandatory and ancillary fees, cost-of-living estimates and potential financial obligations for the entire duration of the program. These efforts will help students and families make well-informed financial plans.
- II. Review and update global and domestic marketing campaigns to reflect external regulatory policies and institutional strengths. Campaign messaging will continue to be aligned with current visa regulations, labour market trends and key academic differentiators to ensure relevance and clarity.
- III. Continue executing digital marketing campaigns across key markets using data insights and targeted outreach.

OBJECTIVE 1.4

Ensure clear, accurate, and timely communication and admissions processes exist for international students.

A seamless, transparent and student-friendly admissions experience is critical to attracting and retaining high-quality international applicants. Douglas College is committed to delivering clear and timely communication throughout the application process – from initial inquiry to final enrolment. By optimizing our internal structures and ensuring predictability in costs and timelines, we will reduce barriers for students and their families while improving operational efficiency across the international recruitment lifecycle.

INITIATIVES

- I. Review and enhance applicant communication and processes to ensure consistency and clarity. This includes updating standard messaging, ensuring real-time application updates, and providing applicants with a clear roadmap of steps and expectations.
- II. Improve efficiencies within the International Marketing and Recruitment team structure to enhance coordination, responsiveness and pre-arrival immigration support. This includes clarifying roles, optimizing workflows, and improving collaboration amongst recruitment, admissions and support teams.
- III. Publish transparent, predictable tuition and cost estimates to help students plan for the full duration of their studies. This involves publishing multi-year financial projections and clearly outlining what is included in each fee category to help students and families plan with confidence. Consistent messaging helps expectations and improves trust in the enrolment process.

International student transitions and success

Douglas College is committed to supporting international students in feeling seen, supported and successful throughout their journey at Douglas – from pre-arrival, to graduation, and beyond. By providing accurate information, timely support and inclusive, culturally sensitive services that reflect students' diverse needs and goals, we will foster belonging and successful transitions to academic and Canadian life, promote retention and help students achieve academic, personal, and professional success at every stage.

OBJECTIVE 2.1

International students at Douglas College will receive relevant, responsive and integrated support during and after their studies – support that boosts retention, facilitates international student success and enhances the College's reputation as a top study destination of choice.

INITIATIVES

- I. Review and strengthen existing international student supports focused on academic and cultural transitions to Douglas College and Canadian life, including, but not limited to, pre-arrival and orientation programming on housing and affordability, academic expectations at the College, working while studying and post-study transitions to work.

- II. Enhance international student transitions by strengthening cross-departmental collaboration—beginning with pre-arrival and continuing through the student lifecycle—to improve engagement, enrolment conversion and awareness of key support services, including housing, wellness and career resources. This includes coordinated work with DCI's Marketing and Recruitment team, student service areas across the College and the future student housing unit connected to [808 Royal](#), to support inclusive, informed and connected student experiences.
- III. Ensure orientation and student success programming aligns with Douglas College's Indigenization Strategy, in collaboration with Indigenous Student Services.
- IV. Enhance the capacity of the RISIA advising team through ongoing professional development in immigration policy areas beyond PGWP, to better support student transitions and retention.

OBJECTIVE 2.2

Expand on-campus programming designed to build intercultural competencies among all members of the College community and foster international-domestic student integration with the overall goal of improving the international student experience.

INITIATIVES

- I. Review, expand and make accessible more opportunities for internationalization-at-home (IaH) activities that foster international-domestic student integration and intercultural learning across the College. This includes partnering with consulates and academic departments to deliver country- and region-focused programming that enhances global awareness and engagement on campus.
- II. Create inclusive, student-led events that celebrate cultural diversity and foster connections between international and domestic students, such as International Day or other large-scale intercultural activities.
- III. Develop regular platforms to highlight global learning experiences of students and faculty – such as a faculty forum – to strengthen community awareness and engagement with internationalization.
- IV. Strengthen intercultural teaching and learning by supporting the professional development of faculty, in collaboration with DESC and academic Deans, particularly in departments welcoming international students.

International partnerships and global engagement

Douglas College will continue to pursue and foster meaningful global partnerships that expand student and faculty opportunities, support mobility, and enable collaborative programs and credentials. These partnerships help create diverse and accessible pathways to and from Douglas College both at home and abroad, offering in-person opportunities (e.g., exchanges, field schools), virtual exchanges (e.g., COILs), shared curricula and new transfer articulation agreements. By deepening engagement with local and international institutions, we also support College enrolment targets, global learning, risk-aware collaboration, research collaboration opportunities, and professional growth for faculty and staff.

OBJECTIVE 3.1

Strengthen and diversify Douglas College’s international and local partnerships to support inbound and outbound mobility, 2+2 pathways, accessible global learning opportunities and overall College enrolments.

Douglas College recognizes that strong, mutually beneficial partnerships – both international and local – are essential to building a vibrant, diverse and globally connected academic community. This objective focuses on aligning the efforts of International Enrolment and Global Engagement to cultivate partnerships that support student mobility, academic collaboration and sustainable recruitment.

INITIATIVES

- I. Review and evaluate our current and potential network of local and international partners offering pathway and articulation agreements for inbound and outbound student mobility, admissions, 2+2 transfer programs and short-term programming (e.g., field schools and summer schools).
- II. Develop 2+2 transfer programs (or similar) across major geographic regions represented at the College to support international enrolment diversification, academic collaboration and student mobility.
- III. Deepen collaboration with existing partners by exploring the expansion of exchange agreements or MOUs into formal articulation arrangements that offer seamless transfer credit and degree completion pathways (e.g., University of Wales Trinity Saint David law/criminology).
- IV. Advance outbound mobility through continued development of the Western Canada Mobility Network, supporting robust enrolment and collaboration with local peer institutions.
- V. Expand inclusive global learning opportunities by identifying partnerships that serve Indigenous and equity-deserving groups, fostering reciprocal mobility with institutions that share similar equity goals (e.g., in Colombia, Mexico, New Zealand, Norway and the United States).

OBJECTIVE 3.2

Support the integration of global learning into the curriculum and College-wide practices through faculty engagement, collaboration, and robust international governance.

INITIATIVES

- I. Support the internationalization of curriculum at the College through academic partnerships, Collaborative Online International Learning (COIL) opportunities and in-classroom integration of international content, including support for the Global Competency Certificate (GCC).
- II. Strengthen faculty engagement by exploring new opportunities to bridge DCI administrative areas and academic programming, supporting curricular integration and intercultural teaching initiatives.
- III. Develop and promote credit-bearing summer programs hosted at Douglas College, targeted at international students but open to domestic students, with a goal of deepening intercultural learning and global engagement on campus.
- IV. Facilitate international research collaboration by liaising with the Research and Innovation Office to identify active projects and funding opportunities and align global partnerships with faculty expertise.
- V. Maintain a robust framework for international governance and safety, including MOU oversight, travel risk protocols and ongoing quality assurance of international partnerships.

Conclusion

This, our first formal DCI Education and Engagement Strategy, is a starting point: It offers a foundation for building a more globally connected, balanced and student-centred approach to providing strong international student experiences at Douglas College.

Over the next five years, we will move from strategy to action through focused implementation plans aligned with our three themes. By doing so, we aim to expand international opportunities, enhance student experiences and support graduates who are prepared to contribute meaningfully to our communities, the province and Canada as a whole.

Implementation will be carried out through detailed operational unit plans supported by key performance indicators. Progress will be monitored, evaluated and reported internally at the end of each fiscal year to ensure accountability and continuous improvement.

DCI is also committed to sharing outcomes and insights with the broader College community at the conclusion of this five-year period.

Please direct any questions to Douglas College International at dc@douglascollege.ca

Additional information can also be found on the College website, as noted:

- [Douglas College – International Students](#)
- [MyGlobal](#)
- [Student Services](#)

