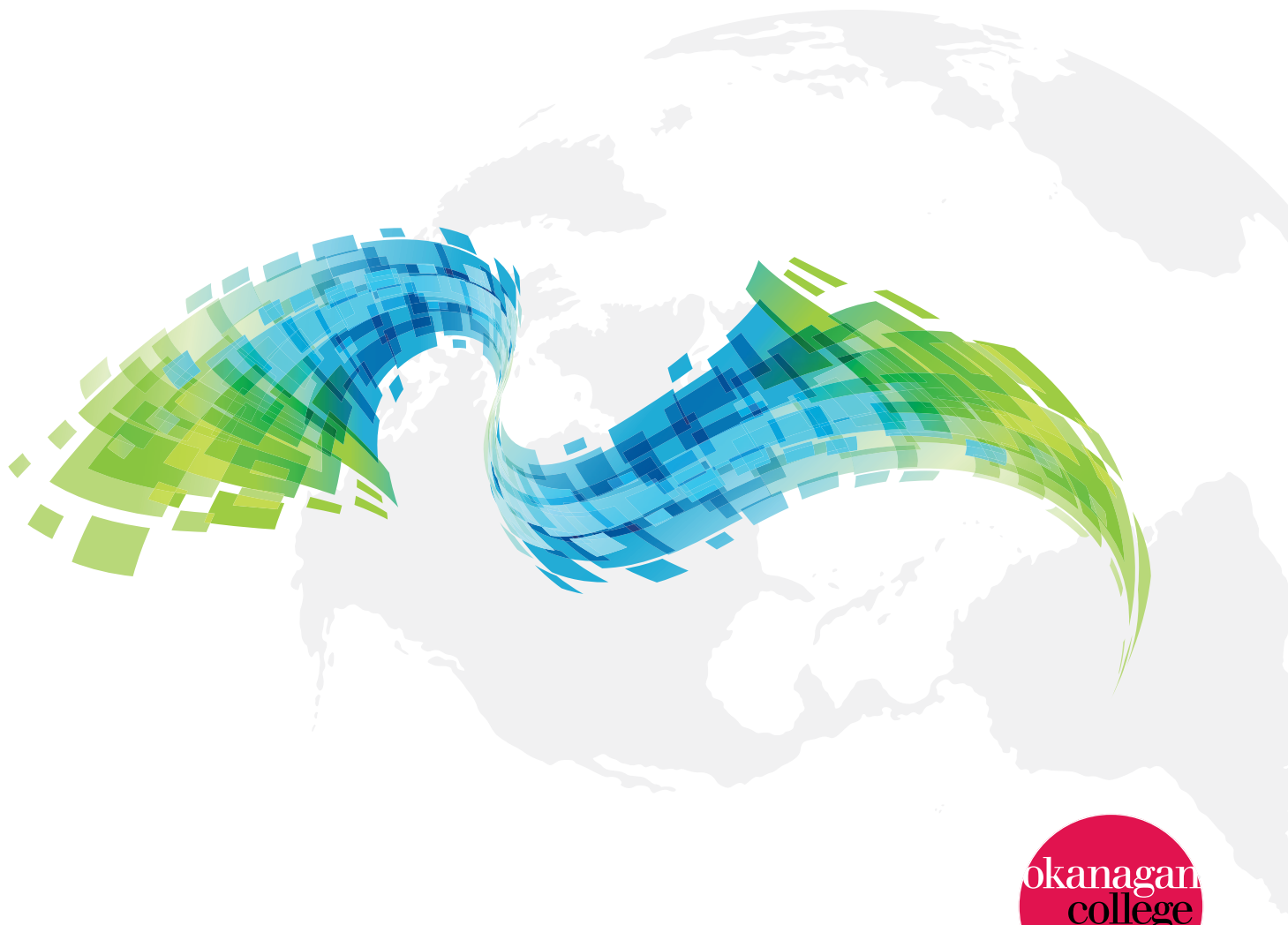


# Internationalization Plan

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# Internationalization Plan

## Background

A successful post-secondary institution must effectively prepare its students to live and work in an increasingly interconnected and integrated world. According to the 2016 census, 20.5 per cent of Canadians have a first language other than English, French, or an indigenous language. Myriad cultures, languages and world-views are represented in the Canadian workplace. Recognition that our communities have become more multicultural, and will continue to do so, makes the Okanagan College Internationalization Plan a critical component of our strategic focus for the future.

Growth in international education and an emphasis on internationalization<sup>1</sup> in post-secondary institutions reflect the current post-secondary environment across Canada and around the world. At home, provincial and federal governments have encouraged increases to the numbers of international students enrolled in Canadian post-secondary institutions leading, in part, to an increasingly competitive and complex international education marketplace. Post-secondary institutions around the globe are vying for international students and for international opportunities for domestic students. International activity is a key factor in our growth and in the financial stability of our institution. The recruitment of international students with a focus on increasing diversity (based on set targets) is crucial. It benefits Okanagan College financially by providing resources to increase services and supports and to increase program capacity, making more seats available for domestic and international students. It also contributes to the economy by preparing students to access future opportunities in a labour market with an increasing need for workers. (BC is expected to have over 900,000 job openings between now and 2028).

Both international education and internationalization are priorities at Okanagan College. Beyond an interest in recruiting international students, we also want all of our students to have international learning opportunities and experiences. Okanagan College serves a diverse group of students who come from distinct and disparate circumstances and who bring with them equally distinct and disparate goals and challenges. The Internationalization Plan will ensure that there are no barriers to accessing international learning experiences for any student from any group including those seeking equity. By welcoming all students into an environment that fosters the development of tolerance, respect for differences, compassion, and empathy for others, Okanagan College is preparing students to succeed in an increasingly integrated world. The primary goal of this Okanagan College Internationalization Plan is to ensure that every student who studies here leaves with a deeper understanding of the world in which they live and work.



1. Internationalization – Internationalization at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education. (Updating the Definition of Internationalization, Jane Knight International higher education, 2015 – ejournals.bc.edu)



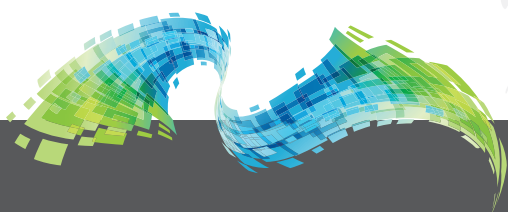
***“Internationalization  
... is the process  
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outlook into the major  
functions of a post-  
secondary institution.”***

~Derek Cook

The Okanagan College Internationalization Plan differentiates international education (as it exists at Okanagan College) from the broader paradigm of internationalization that includes all students and employees of Okanagan College and its communities. In order to move forward with our internationalization goals and activities, we need to focus on the process of incorporating global and international dimensions into all aspects of the College.

Internationalization integrates student mobility, recruiting international students, internationalizing the curriculum, developing globally knowledgeable employees, and preparing students for a globally interconnected world and job market. By providing Okanagan College students and employees with opportunities to engage with each other in dynamic and inclusive environments (classrooms and campuses), we will nurture the development of students, graduates, and employees as citizens who possess the skills to respectfully and effectively interact with people from diverse cultural backgrounds.

“Internationalization means different things to different people,” noted the late Derek Cook, an Okanagan College Business professor, “but in simple terms, it is the process of integrating an international, intercultural and global outlook into the major functions of a post-secondary institution. We have an important role as educators to help our students understand and appreciate other cultures and to respect different world views.”





# Internationalization Plan

## Development of the Plan

The Internationalization Plan was developed as an outcome of the College's 2016-2020 Strategic Plan. Using the Strategic Plan as a guide, and in particular the Key Direction Supporting Learner Readiness and Success, the goal was to "implement an internationalization plan so that students better understand the world around them."

The overarching internationalization vision that guided the development of the plan was:

**To foster a diverse, global educational environment at Okanagan College with opportunities for all students and employees to participate in international activities and to develop into global citizens.**

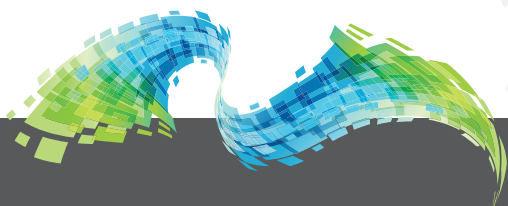
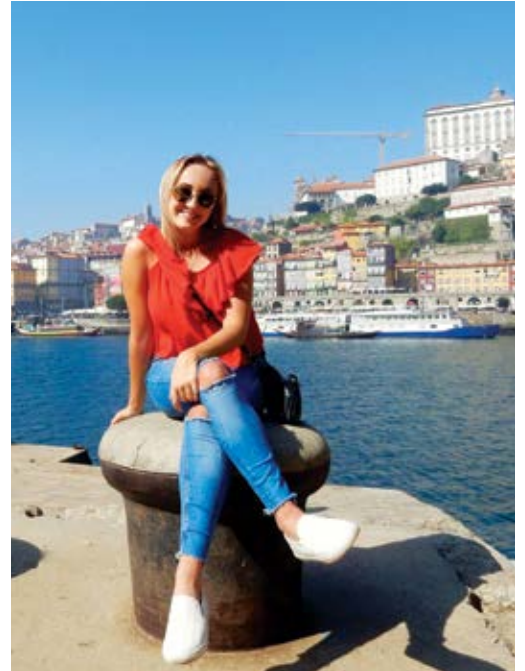
And, while the College's core values apply, this project was also guided by the following fundamental principles specific to our internationalization goals:

**We value and celebrate diversity and international perspectives.**

**We aim to increase international activities and opportunities in all College regions.**

**We strive to ensure that all students and employees develop a global citizenship perspective.**

This plan was developed through 13 consultation opportunities across all four campuses that welcomed input from students, employees and community members. This is a planning framework for internationalization activities in all areas of Okanagan College for the next three to five years. The Internationalization Plan will be instrumental in guiding the work of the Strategic Enrolment Management (SEM) committee. The SEM planning process to date has focused on managing the strong enrolment growth over the last couple of years. The priority now will be to align with the Internationalization Plan in conducting data analysis and establishing principles by which we will manage our enrolment and retention strategies. While it is impossible to predict exact enrolment and retention numbers, the SEM committee will need to recommend the desired enrolment profile and targeted recruitment goals, within the context of the objectives set out in the Internationalization Plan.





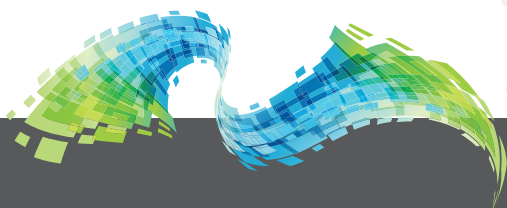
***We strive to ensure that all students and employees develop a global citizenship perspective.***

The goals of the Internationalization plan are presented in four theme categories: Campus and Community Engagement, Student Success, Learning and Curriculum, Partnership and Global Experiences. The concepts in each of the themes are intended to apply to all students and employees.

Under these themes are activities designed to address the needs of students, employees and communities. The document proposes desired outcomes and metrics designed to measure success and inform future decisions. It is intended to be a dynamic document that will change and adapt as we engage in internationalization.

The themes and activities were determined based on their importance to Okanagan College and their ability to help accelerate the internationalization effort. The success of any internationalization efforts requires individuals, departments and portfolios to develop their own specifically relevant ideas, approaches and outcomes related to the activities listed in the plan.

Some of this work will be phased in over the next three years and other tasks may require a longer commitment. As such, this plan will require appropriate and adequate support that includes: resources (people and finances), systems, technologies, capacities, policies and time for implementation.



# Internationalization Plan

## Themes



Each of the four themes of the Internationalization Plan is supported by specific activities designed to achieve the goals of the theme and progress indicators designed to measure accomplishments. The four themes and the following activities were informed by input from a broad spectrum of employees, students and community members.

- **Campus & Community Engagement**

Okanagan College will ensure that students and employees have opportunities to work with communities both locally and globally to develop an appreciation of cultural diversity and an understanding of global perspectives. Each campus will work to create a welcoming environment that celebrates inclusivity, diversity and multiculturalism as one step towards building global citizens.

- **Student Success**

Student success is at the core of what we do at Okanagan College. Our policies, procedures, and resources must continue to support exceptional educational experiences for all students.

Student success will be enhanced based on the support and resources made available to our professors and instructors and to all service departments of the College. Providing professors and instructors with the tools to teach in a multicultural classroom will benefit all students.

- **Learning & Curriculum**

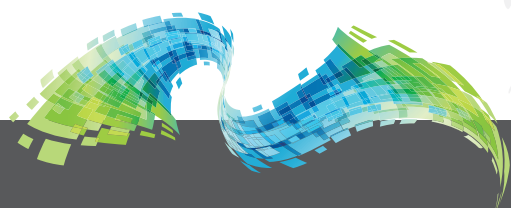
Okanagan College is committed to providing a quality learning environment which nurtures global citizenship. Curriculum that includes diverse perspectives of economic, political, environmental, and social contexts can provide students with an awareness of global issues and an appreciation of global diversity. Learning and teaching using curriculum that has international content facilitates the development of enhanced world views and better prepares all students to acquire the necessary skills to work in a global economy.

- **Partnerships & Global Experiences**

Okanagan College fosters the development of the principles of global citizenship, social justice and social responsibility in students and employees. Engaging in activities aligned with the United Nations Sustainable Development Goals<sup>2</sup> and developing sustainable partnerships will nurture the development of cultural awareness and improve opportunities for international experiences for Okanagan College employees and students. Okanagan College will prioritize partnering with organizations and on projects that fit our core mission and values and that will create opportunities for exchanges, study tours, volunteer experiences, research, and development projects in other countries.



2. The United Nations Sustainable Development Goals (SDGs), are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The 17 Goals include areas such as hunger elimination, climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities.





# Campus & Community Engagement Activities



## CCE1: Engage the communities served by OC in conversations, activities and events that support internationalization.

- CCE1.1: Identify and build a network of internationalization champions and volunteers who are engaged and committed to bringing an international perspective to the College, in communities served by OC.
- CCE1.2: Create opportunities for communities to learn from OC and for OC to learn from communities by involving internationalization champions in specific events and conversations.

## Progress Indicators

- Involve community members in internationalization activities/events on our campuses.
- OC to host at least two events each year involving students and community members where content and objectives align with the themes of the Internationalization Plan.

## CCE2: Establish the College as a resource regarding internationalization.

- CCE2.1: Identify existing OC students and employees who have global experience and map out the nature and extent of expertise.
- CCE2.2: Create communication pathways between OC and the communities that OC serves to foster knowledge about the international expertise that currently exists.

- Produce an inventory of OC global experience created and regularly updated.
- Determine number of OC students and employees actively engaged in interdepartmental or OC/external partner projects, initiatives, or activities that require international expertise.

## CCE3: Engage OC students in actively sharing their cultures and global perspectives.

- CCE3.1: Encourage students and employees to create an intercultural perspectives component in student activities organized at all OC campuses.
- CCE3.2: Support instructional staff to incorporate intercultural perspectives component wherever appropriate in course related activities.

- Determine percentage of student activities per year at each OC campus with intercultural perspectives component.
- Determine percentage of OC courses per year that incorporate intercultural perspectives in course related activities.

## CCE4: Balance the cultural diversity of international student enrolment in OC programs.

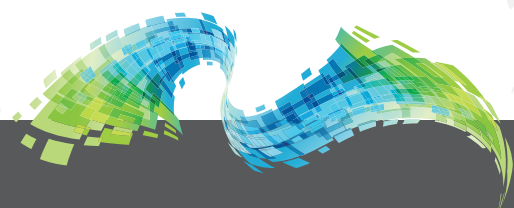
- CCE4.1: Conduct annual assessments of the overall enrolment numbers of domestic/international students in each program and at each campus.
- CCE4.2: Customize annual international student recruitment activities to focus on diversifying the students by country of origin and program of study.
- CCE4.3: Establish a balanced, and campus-appropriate, distribution of international and domestic students.

- Prepare an annual report identifying gaps in program capacity and international/domestic balances.
- Review annual reports tracking international student enrolment data to ensure balanced distribution by country of origin across programs, campuses, and the College.

## CCE5: Enhance the intercultural awareness of OC students and employees.

- CCE5.1: Provide opportunities for intercultural awareness training for OC students and employees.
- CCE5.2: Develop a curated selection of learning opportunities in support of intercultural competency which is essential for all front-line employees.
- CCE5.3: Develop a curated selection of learning opportunities and tools for all students to understand learning in a multicultural classroom.

- Offer OC intercultural awareness training options for students and employees, designed to established sector standards.
- Increase number of employees enrolled in intercultural training.



# Student Success Activities



## Progress Indicators

### SS1: Provide OC students with orientation programs that deliver both domestic and international content.

- SS1.1: Prepare a report of best practices in existing OC student orientation programs and those at other comparable post-secondary institutions.
- SS1.2: Building on existing orientation activities, reform the concept of student orientation from one-week or one-day activities to one in which orienting domestic and international students to learning in an international context within a Canadian post-secondary institution is an on-going process.
- SS1.3: Utilize technology to design and deliver orientation programs which better prepare students to learn and study abroad.
- SS1.4: Ensure a paced, careful settlement of international students into classrooms and community.

- Adapt orientation programs at OC, using the report of best practices as a guide to improve the student orientation experience.
- Increase number, diversity, and frequency of orientation activities for students from their initial application to OC to completion of their studies.

### SS2: Ensure that both academic and non-academic student support is available to OC students studying at OC or abroad.

- SS2.1: Enhance student support/advising staff training modules by incorporating global perspectives about various cultures and related challenges faced by students in local and international academic environments.
- SS2.2: Identify and fill gaps in academic and non-academic student support to minimize the challenges of studying in an unfamiliar culture and academic system.
- SS2.3: Provide advising, tutoring, mentoring and supports to students to minimize the challenges of studying in an unfamiliar culture and academic system.

- Increase program completion rates for all international students.
- Increase access to information for international students about the local community, about Canada's culture, and about Canadian post-secondary systems, structures and expectations.

### SS3: Support the engagement and academic achievement of international and domestic students in a culturally diverse classroom.

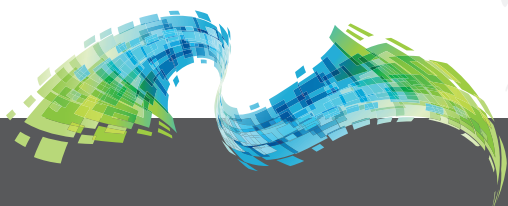
- SS3.1: Provide resources and supports for professors and instructors teaching students who are bringing a diverse set of skills, cultural experiences, and educational expectations to the classroom.

- Improve access to peer-led intercultural awareness training and success strategies for navigating the multicultural classroom.

### SS4: Support the student experience within communities locally and abroad.

- SS4.1: Ensure supportive settlement services for international students are available at all campuses.
- SS4.2: Design an orientation/support program for domestic students engaging in international study abroad to manage their expectations and adequately prepare them for their study-activity, exchange, or other international education experience.

- Improve access to information for OC students engaging in education opportunities abroad.





# Learning & Curriculum Activities

**LC1: Identify and offer international experiential learning opportunities within the OC region for students and employees.**

- LC1.1: Work with the OC communities and partner organizations to develop international experiential learning opportunities within the College region for OC students and employees.
- LC1.2: Encourage and support a community of learning and teaching professionals who are focused on providing global or international learning perspectives or applied research opportunities.

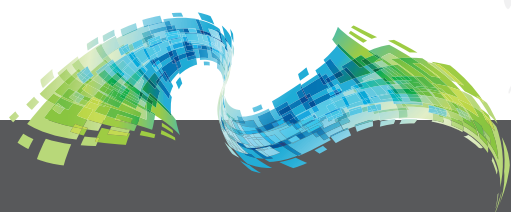
**LC2: Enhance curriculum to include a balance of Canadian, Indigenous and global perspectives.**

- LC2.1: Support the adaptation or development of curriculum to include global and diverse perspectives (authors, stories, examples) as well as the unique perspectives of Canadian culture.
- LC2.2: Support the development of curriculum or experiential learning that enable students to engage in or learn about the international aid or development sector.
- LC2.3: Work with relevant programs to develop and offer electives on global citizenship and international development.
- LC2.4: Enrich OC instructional expertise in adapting lesson planning, teaching methods and instructional technology to internationalize the OC classroom.

## Progress Indicators

- Increase the number and quality of collaborations with internationally focused partners within the local Okanagan College region.
- Increase the percentage of OC students or employees who have been able to participate in an international experiential learning opportunity within the local Okanagan College region.
- Increase applied research activities that are focused on internationalization/international objectives.

- Increase the number of workshops and/or electives on global citizenship across OC.
- Increase the percentage of OC students registering in the workshops/electives on global citizenship.
- Increase the percentage of OC faculty and instructors who have received curriculum design training related to teaching in a multicultural classroom.



# Partnerships & Global Experiences Activities



## PE1: Enhance OC strategic partnerships with educational institutions abroad.

- PE1.1: Develop relationships and increase activities with educational institutions and other organizations outside of Canada to create mutually beneficial partnerships so that OC students and employees have access to greater opportunities for academic exchanges, visiting faculty, research projects/partnerships, recruitment and the hiring of International staff.
- PE1.2: Undertake an annual review of all formal partnerships with international postsecondary institutions so they are active, up-to-date and support the goals of internationalization at OC.

## PE2: Enrich global experiences of OC students and employees.

- PE2.1: Create opportunities abroad (volunteer, learning, research or work) that are available to all students and employees.
- PE2.2: Pursue collaborations, memberships and opportunities with local, regional, national and international organizations which engage in international activities.
- PE2.3: Provide resources to assist students and employees who go abroad as a part of their studies or work.



## PE3: Advance OC involvement in international development<sup>3</sup> projects.

- PE3.1: Create an International Development Office at the College (either virtual, onsite or hybrid) to coordinate opportunities for students and employees to work with organizations involved in development projects around the world.
- PE3.2: Work with community change-makers in the nonprofit sector to educate and inspire action on global issues.
- PE3.3: Envision, develop and source new projects, or partner on existing projects, that advance international development goals.
- PE3.4: Investigate opportunities and develop in-house expertise to access support for internationalization initiatives from agencies that fund international development projects.

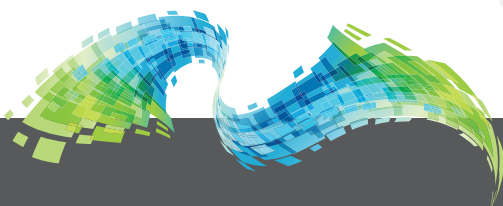
## Progress Indicators

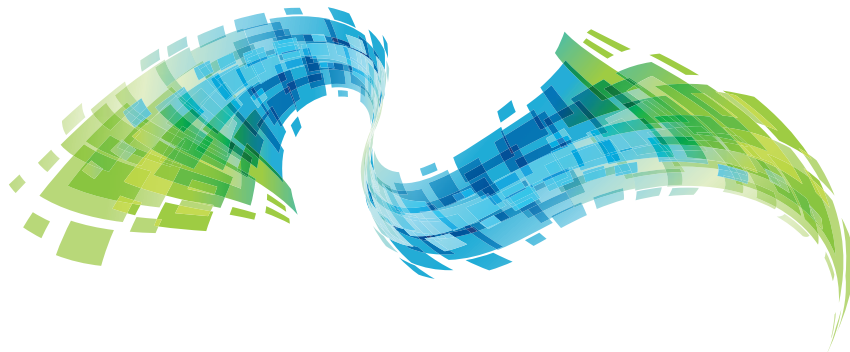
- Increase the number of international research projects at OC.
- Increase the number of visiting international faculty at OC.
- Rationalize the number and quality of collaborations with international partners.

- Increase the percentage of OC students and employees engaged in volunteering, learning, research or work abroad.
- Assess percentage of annual OC budget spent on support (grant, aid, stipends etc.) to OC students and employees going abroad as a part of their studies or work
- Establish a balance in the number of incoming and outgoing students and employees engaged in international exchanges.
- Conduct a periodic cost benefit analysis report to rationalize the number of formal partnerships with international post-secondary institutions so that the majority are active and well-supported.

- Increase participation by students and employees in development / aid projects.

3. International development – The opportunities to work in partnership projects with local and transnational groups and organizations that help people in Canada or in developing countries to achieve goals that they themselves identify. International development, aid and humanitarian projects support sustainability in its many forms: social development, economic wellbeing, human and ecological health, human rights, agriculture and land use, democracy, gender equality, housing, education, and relief from natural disasters.





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