



Fleming College

**Internationalization Plan
(2015 - 2018)**

The Fleming College Internationalization Plan

Context

It is a time of excitement, opportunity and challenge for Canadian post-secondary institutions in terms of International Education. The number of international students studying in Canada has experienced extraordinary growth. As reported by the Canadian Bureau for International Education (2015), in 2014 there were 336,497 international students studying in Canada, a 10% increase from the previous year and an 83% increase since 2008. This growth is anticipated to continue in the coming years. Federal government policies are favourable related to study permits and immigration, making Canada an attractive study destination. With the population of Canadians aged 18 to 21 expected to continue to decline, leading to continued domestic enrolment decline, the importance of seeking new enrolment opportunities becomes evident. These changing demographics, along with decreased government funding, will create an increased competitive focus relating to internationalization among post-secondary institutions.

With this unprecedented growth comes responsibility. Canadian post-secondary institutions are recognizing the importance of considering International Education in a holistic manner with the development of institution level internationalization strategies and plans.

During the past four years, at a time when policy changes resulted in Canada becoming a more attractive destination for international students, Fleming placed an increased focus on recruitment of international students and expansion of international student services. These focused efforts yielded strong results with enrolment now exceeding 500 international student FTEs annually. Services were also successfully implemented for this rapidly growing segment of our student population. While our international efforts are not at the stage of maturity of many other Ontario Colleges who have been working in this field much longer, we have made good progress and recognize to progress further in a meaningful way, development and adoption of an Internationalization Plan is essential.



Internationalization & Related Principles

Internationalization and Internationalization Principles

The internationalization of education has been defined as the process of integrating international, intercultural, and global dimensions and perspectives into the purpose, functions and delivery of post-secondary education (Knight 2004). As reported by The Canadian Bureau of International Education (CBIE) a recent study published by the European Parliament, Internationalisation of Higher Education (de Wit, Hunter, Howard & Egron-Polak, 2015) builds on Knight's widely used definition. This new definition of internationalization reads as follows "the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society**" (p.29). This revised definition places a focus on the intentionality and centrality in internationalization (CBIE) which are important considerations for Fleming as we adopt our Internationalization Plan. Critical for successful implementation will be ensuring our Plan is not a peripheral activity but rather a core strategy of Fleming College.

Fleming will aspire to adopt the overarching principles of Internationalization of education related to quality, equity, inclusion and partnership as espoused by CBIE. These principles are outlined below:

1. Internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good.
2. Given its importance and central role in society, internationalization aims for the highest quality of learning experiences as a core element of education and ideally should be embedded in the mission statement of the institution.
3. International students should be valued and recognized for all of their contributions, including enriching institutional life and the educational experiences of all students; providing direct economic and social benefits to local communities beyond the institution; and creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit.
4. Ideally, internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including: curriculum and program design; teaching and learning development; student, faculty and staff mobility; language education and training; research and innovation; projects and services; community outreach and local economic development.
5. Internationalization is important to the financial sustainability of many institutions and should not be undertaken without adequate allocation of resources; however, the financial imperatives must not dictate the internationalization agenda.
6. Internationalization that comprises capacity building across borders and cultures must benefit all parties involved; institutions should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.
7. Internationalization engages a wide range of community members (including students, faculty and staff) in the design and development of activities, and aims for equitable access to activities. Access need not be exactly the same for all, or to the same extent, but internationalization should engage all members of the education community.

(CBIE 2014)



Development of the Plan

Over the past year, the International Education Committee (IEC) comprised of academic, support, student and administrative members has been actively engaged in the development of this plan. In addition to the views brought forward representing the members' constituent groups, consultation also occurred with Academic Council, the Academic Leadership Team and the Executive Leadership Team. A review of related literature and a scan of Internationalization Plans at other institutions was also completed. Many thanks to the members of IEC for all their work in terms of feedback, consultation, research, writing and the extensive small group work that formed the basis for the development of thematic pillars and detailed strategies.

Overview of the Plan

Fleming's Internationalization Plan, the first such plan in Fleming's history, is built on four thematic pillars: International Student Supports and Success, International Recruitment, International Competence and International and Community Engagement. Strategies related to each of the four thematic pillars have been identified. The plan will guide Fleming's approach to International Education from 2015 to 2018 following the same timeframe as the Strategic and Academic Plans. It provides a concise and focused approach to move Fleming forward on the internationalization continuum. This is an integrated plan that involves collaborative efforts across all divisions of the College and is well-aligned with provincial, national and international strategies.

Strategies and focus within the plan will assist with moving forward on all four strategic priorities within the Strategic Plan including:

1. Deliver outstanding student learning experiences.
2. Collaborate and prosper within our communities.
3. Excel as an organization.
4. Enhance financial health and sustainability.

Furthermore, the Strategic Plan identified a specific objective related to the development and successful implementation of this Internationalization Plan.

Whether international or domestic, students come to Fleming for a high quality learning experience, which is at the heart of the Fleming Academic Plan. The Internationalization and Academic Plans are in many ways interdependent. Each of the 6 priorities in the Academic Plan include elements that support the Internationalization Plan while at the same time the Internationalization Plan includes areas of focus supporting each of these 6 priorities in a unique way.



Fleming College – Internationalization Plan (2015-2018)

International Student Supports & Success

Provide a range of international student support services from applicant to alumni that foster a welcoming environment, effective transition, social and cultural integration and student success.

Over the next 3 years we will:

- Further develop the International Orientation Program to include a comprehensive pre-orientation opportunity for all incoming international students.
- Collaborate with community partners including employers, to increase job opportunities for international students.
- Expand the International Student Employment program to double the number of on-campus job opportunities for international students.
- Develop and implement pre-arrival services that include use of various social media communication channels to connect with students and foster a college connection.
- Create and deliver English language support initiatives beyond the ESL program to further develop the English language and communication skills of international students.
- Create reciprocal opportunities for domestic and international students to integrate and learn from one another within the college and broader community.

International Student Recruitment

Recruit a growing and increasingly diverse student population from countries around the globe.

Over the next 3 years we will:

- Grow international enrolment to 10 -12% of overall full-time enrolment.
- Launch 3 new programs of particular appeal to international students.
- Expand active recruitment efforts from India and China to other regions including South Africa, Eastern Europe, and Vietnam; include flexibility to incorporate miscellaneous opportunities as they arise.
- Enhance marketing resources and materials to support the expansion of recruitment outreach and facilitate communication with a particular focus on the web, electronic and hardcopy resources.
- Engage in far reaching international recruitment efforts via social media and transform the current call centre into a contact centre for both domestic and international students.
- Expand English program offerings beyond preparation for post-secondary programs to include shorter duration opportunities and market these new opportunities accordingly.

Inter-Cultural Competence

Increase the inter-cultural competence of Fleming faculty, staff and students through training, education and facilitating experiences.

Over the next 3 years we will:

- Provide inter-cultural competence training at various levels for Fleming faculty, staff, and students beginning in a focused manner with those who interact with international students most frequently.
- Embed an inter-cultural competence learning outcome within each post-secondary program.
- Encourage and create opportunities for involvement of students, faculty, and staff in inter-cultural activities.
- Utilize e-portfolios, the co-curricular record and other tools to assist students with demonstrating their ongoing inter-cultural learning.

International & Community Engagement

Expand international partnerships and experiences to further integrate our international efforts into the fabric of our internal and external communities.

Over the next 3 years we will:

- Establish a baseline of international activities by creating an inventory of Fleming's existing international partnerships, field placements, co-ops, study abroad experiences, and exchanges, and promote these initiatives.
- Increase opportunities for domestic students and faculty to engage in international experiences (i.e. studying abroad, exchanges).
- Increase Fleming's international presence within our local communities through partnerships and initiatives.
- Expand applied research and business development initiatives with an international focus and appeal (specificity will link to the applied research and business development plans).
- Enhance the profile of international activities within our internal and external communities.



International Student Supports and Success

Fleming's rapid international growth has been accompanied by increased student supports and related resources. Some of these initiatives have included creating new support positions, implementing pre-arrival supports, developing an orientation program, and introducing new activities and events in collaboration with others from across the college. The focus of the next three years will be to elevate the level of service and supports, foster greater integration of international and domestic students, increase job opportunities for international students and enhance the level of supports related to English language development.

Provide a range of international student support services from applicant to alumni that foster a welcoming environment, effective transition, social and cultural integration and student success.

Over the next 3 years we will:

1. Further develop the International Orientation Program to include comprehensive pre-orientation opportunity for all incoming international students.
2. Collaborate with community partners including employers to increase job opportunities for international students.
3. Expand the International Student Employment program to double the number of on-campus job opportunities for international students.
4. Develop and implement pre-arrival services that include use of various social media communication channels to connect with students and foster a college connection.
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6. Create reciprocal opportunities for domestic and international students to integrate and learn from one another within the college and broader community.



International Student Recruitment

In recent years, Fleming has achieved strong success in international student recruitment with annual enrolment currently at more than 500 FTEs. We would now like to move this forward not only in terms of growing international enrolment but also with respect to diversifying our student population and expanding our resources and outreach. The geographic expansion areas of focus are in keeping with the Canadian International Education Strategy and include countries growing at the fastest rate in sending students to Ontario colleges.

Recruit a growing and increasingly diverse student population from countries around the globe.

Over the next 3 years we will:

1. Grow international enrolment to 10 - 12% of overall full-time enrolment.
2. Launch 3 new programs of particular appeal to international students.
3. Expand active recruitment efforts from India and China to other regions including South Africa, Eastern Europe, and Vietnam; include flexibility to incorporate miscellaneous opportunities as they arise.
4. Enhance marketing resources and materials to support the expansion of recruitment outreach and facilitate communication with a particular focus on the web, electronic and hardcopy resources.
5. Engage in far reaching international recruitment efforts via social media and transform the current call centre into a contact centre for both domestic and international students.
6. Expand English program offerings beyond preparation for post-secondary programs to include shorter duration opportunities and market these new opportunities accordingly.



Inter-Cultural Competence

Over the past few years, we have made some progress related to inter-cultural competence by providing ad-hoc training opportunities and encouraging discussion and dialogue. Moving forward we believe greater focus in this area will be instrumental to the success of our entire Internationalization Plan. To that end, our focus will include a more intentional approach in terms of training, assessment and the introduction of a related learning outcome into each post-secondary program.

Increase the inter-cultural competence of Fleming faculty, staff and students through training, education and facilitating experiences.

Over the next 3 years we will:

1. Provide inter-cultural competence training at various levels for Fleming faculty, staff, and students beginning in a focused manner with those who interact with international students most frequently.
2. Embed an inter-cultural competence learning outcome within each post-secondary program.
3. Encourage and create opportunities for involvement of students, faculty, and staff in inter-cultural activities.
4. Utilize e-portfolios, the co-curricular record and other tools to assist all students with demonstrating their ongoing inter-cultural learning.



International & Community Engagement

Over the years, Fleming has participated in many adhoc international partnerships and study abroad opportunities and has vastly expanded applied research activities having an international appeal. Effective community support and collaboration has been vital to support our rapidly increasing international student population. Looking forward, with this plan, we will place a focus on creating an inventory of our activities and expand our efforts to foster increased integration within our communities.

Expand international partnerships and experiences to further integrate our international efforts into the fabric of our internal and external communities.

Over the next 3 years we will:

1. Establish a baseline of international activities by creating an inventory of Fleming's existing international partnerships, field placements, co-ops, study abroad experiences, and exchanges, and promote these initiatives.
2. Increase opportunities for domestic students and faculty to engage in international experiences (i.e. studying abroad, exchanges).
3. Increase Fleming's international presence within our local communities through partnerships and initiatives.
4. Expand applied research and business development initiatives with an international focus and appeal (specificity will link to the applied research and business development plans).
5. Enhance the profile of international activities within our internal and external communities.

