

North Island College Internationalization Case Study



Context – Establishing Division



- IE Division established at NIC in January 2010
- Growth in Numbers (and revenue)
 from 49 FTE 2009/10 to 226 FTE
 14/15 4.5 fold increase in 5 years
- ED Position Reports to President
- IE tuition revenue is managed through 'Non-Base Funded Programs and Services' policy which requires 25% budgeted revenue to be remitted to institution annually
- Surpluses may not be carried forward







Context – Operations - HR



- 2009 staff of 1.5 FTE (2 people) staff related to IE programming
- 2014 5.2 FTE (6 -7 People) in IE Office
 Funded by IE housed and reporting elsewhere:
- 1.4 FTE in Admissions (2 People)

Non-revenue institutional positions

- 1 in ERC Integrated Workplace Manager
- .5 in academic non-teaching faculty Global Learning Facilitator
- .25 in business international student advisor
- 1 in business faculty

Total IE Related staff FTE 2014 – 9.35 – not including ESL







Context – Internationalization



- Relative isolation island, 4 hours by car and ferry from Vancouver, region size of Scotland with population of 159,000
- Very small immigrant population
- High percentage of college population (13%) of aboriginal origin
- Limited experience high interest of faculty and staff
- High interest from college and community(s)



Context - Internationalization



- Internationalization Policy (#3-04) established in 1991 and updated in 2004
- Early 2000's supported CCPP project in tourism in Vietnam (Camosun lead)
- Several field schools/practica developed and delivered over the years (Jordan, Greece, Turkey, Nepal, Tanzania) by champions
- Participant in DESHM (Tourism US, Canada, Mexico) and EU Canada exchange programs – maintained institutional partnerships
- Paul Brennan invited to present to Board re: internationalization at colleges in late 2009 set stage

Internationalization at a Small Rural College (Example)



- Delivered an economic impact analysis in 2012 with CVEDS and SD 71
- Delivered series of workshops on working with diverse classrooms between 2012 and 2014 (Kyra Garson) – demand from faculty for followup
- Purchased over academic 40 sections in 4 years
- Communicated multiple good news stories print and broadcast
- Risk management for study abroad established
- Established community involvement in IE activity (homestay/events)
- Completed the IDI process with IE staff then requested by ESL Faculty
- Established several components to sustain internationalization development

NIC Internationalization – Key components



In the last year:

- Global Learning Innovation Fund \$30,000 annual fund for projects (requiring up to \$5,000) with a global/international focus that include members/organizations from one of our communities, at least one NIC faculty and at least 1 NIC student of recent graduate
- Global Learning Facilitator non-teaching faculty position to develop links between international/intercultural and indigenous learning/fluency; faculty workshops and support for general and specific challenges in the classroom; work with student groups to engage all students in intercultural relationship building
- Study Abroad Scholarships \$50,000 (renewable) to support NIC students to study abroad
- Outgoing Faculty Support 2-3 faculty per year to visit existing partners
- Supported 1 + 1 additional faculty hirings in business
- Developing Projects, Contract training and int'l applied research

NIC Internationalization – Strategy or Process?



Issues we've been debating

- Do we need an 'Internationalization Strategy'? What are the advantages/disadvantages?
- How do we measure achievement? Can we ever be 'there'?
- Are small rural institutions different? How? How do we address those differences in a respectful way? (Mono-cultural, indigenization, racism, etc.)
- Some pockets of resistance to change of curriculum or processes from college community – what does it mean to be a 'local' college today?
- Revenue growth has allowed for re-investment what to do?
- Others?

Role of the Global Learning Facilitator (GLF)



- Faculty development
- Internationalization of the curriculum
- Building relationships between students



Exploring the Context



- Past & present
- Opportunities
- Challenges
- Wishes



Differing perspectives



- Faculty
- Students
- Staff



Faculty



- What is internationalization?
- Well, it depends......
- Classroom management
- The School of Business.....a case in point



Students



- A tale of two campuses
- "They.....they..." competing perspectives

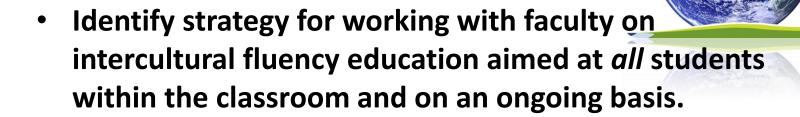




5 Strategic Priorities



 Identify specific and practical topics for monthly faculty workshops.



 Provide faculty support to assist with immediate issues as they arise.

5 Strategic Priorities



 Provide educational support to students relating to academic integrity.



 Provide support to existing student groups (BSA, ICAs, Student Leadership Team etc.) to enable them to create events/programs across the year that aim to engage all students and facilitate relationship building between them.

First Steps for the GLF



 Initial faculty development workshop exploring concrete strategies for managing diversity in the classroom.



- Exploring ways of addressing the issue of academic integrity.
- Connecting with other institutions drawing on communities of practice

NIC Internationalization More questions



 How do we facilitate the integration of different groups of students as the demographic of NIC changes, in ways that acknowledge and respect difference?



 How do we continue to support student success in a dynamic environment? How do we measure achievement to find out whether initiatives are successful?

NIC Internationalization



Over to you.....



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