

# **A Needs Assessment for Selkirk College's Internationalization Strategic Plan**

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# Executive Summary

## Introduction

In response to globalization and international student mobility, education institutions are shifting their policies and programs to facilitate intermingling of diverse people and intercultural knowledge exchange. This phenomenon is often called the internationalization of education. The client for this project is Selkirk College's Teaching and Learning Institute (TLI), a department at Selkirk College that supports the teaching and learning process, including instructor development, elevating student voice, and community engagement. With support from the TLI, Selkirk College is developing an intentional direction for the future of its internationalization process by creating an internationalization strategic plan (ISP).

To promote an evidence-based planning process, Selkirk College sought to consult its stakeholders and conduct research that would inform the ISP. Selkirk College has had international students in its English Language Program for decades, but only in the last few years have international students been actively recruited and retained in Selkirk College's mainstream programming. There was a need to examine the impacts and benefits of this change so as to respond accordingly to any issues and concerns. In many cases, strategic plans have been developed with minimal or no research done related to identifying the internal strengths and weaknesses and external opportunities and threats/challenges that would provide an evidence-based, contextual plan.

Therefore, this project aimed to explore stakeholders' thoughts and views on the future of internationalization at Selkirk College to inform the ISP. Specifically, the project concentrated on identifying the gaps between the current (what is) and desired future state (what should be) of internationalization at the Selkirk College. These aims directed the central research question for this research project:

*What strategic issues could Selkirk College consider when developing its internationalization strategic plan?*

By identifying the main issues that Selkirk College should attend to for its future internationalization process, the planning committee and writers of the ISP can use the information in this project to develop the formal plan and its goals and strategies. This project provides several deliverables for the client:

- 1) A pre-planning model designed for Selkirk College's ISP
- 2) A process that engaged various stakeholders in pre-planning/research tasks
- 3) Strategic issues and options for consideration (actions that the organization can take)
- 4) An inventory of some of Selkirk College's current and desired future strategies and resources

## Methodology and Methods

To answer the primary research question, which is aimed at identifying strategic issues, this project drew on a combination of strategic planning and needs assessment methodologies. Based on these two methodological underpinnings, the researcher developed a pre-planning model (this project's conceptual framework) with the goal for the organization to develop an internationalization strategic plan using the information found in this report for guidance. Although this model was developed specifically for Selkirk College's pre-planning process, it could be replicated in other planning contexts especially for those post-secondary institutions interested in developing or revising their internationalization strategies.

The literature review guided the development of the conceptual framework for this report, as it provided context for some of the recent developments of internationalization in universities and colleges. Namely, the literature highlighted the importance of examining what stakeholders think are the motivations for internationalization. The literature review influenced the researcher's notion that the purpose and rationale should be examined and understood to cultivate and ideally sustain intention and consensus.

Several qualitative methods were used in the pre-planning process of this research project. The key knowledgeable interviews offered some insight into Selkirk College and two other BC interior post-secondary institutions' preferred rationales. In addition, the interviews provided detailed information about the institutions' current and future strategies and resources, and the challenges that the institutions face with their internationalization process. The stakeholder analysis resulted in a list of Selkirk College's internationalization stakeholders, a description of some stakeholders' needs and expectations, and an assessment of how well Selkirk College is meeting stakeholders' expectations. The SWOC (strengths, weaknesses, opportunities, and challenges) analyses provided insight into staff and student participants' views on preferred rationales, challenges, current strategies and resources,

and future strategies and resources. The PESTO analysis further examined some of the broad factors that might impact Selkirk College's future internationalization efforts.

## **Findings and Analysis**

The findings for each method were first analyzed separately through thematic analysis. The key findings from each analysis were synthesized and analyzed by applying needs assessment methodology. Key findings from the current and future state analysis interviews, staff and student SWOC questionnaires, and stakeholder analysis were considered together to identify the gaps between the current state (what is) and future state (what should be) of internationalization at Selkirk College. Based on similarities among the key findings, seven gaps were identified. The gaps are areas of need that Selkirk College should consider developing or improving for its future internationalization strategy. The following outlines the seven gaps and a summary of the most predominant corresponding key findings that emerged from the analyses.

### **Gap 1: Intercultural/international learning opportunities for local and international stakeholders**

#### **Summary of predominant key findings:**

The current state key findings from all analyses revealed that there are limited opportunities for intercultural exchange between local and international stakeholders. The interviews and SWOC analyses showed that there is a lack of outbound mobility and international opportunities. Student SWOC analysis findings demonstrated that domestic students are often not aware of or involved in international activities. Several staff and student SWOC participants indicated that the current perception is that international students are the primary beneficiaries of internationalization. The interviews and SWOC analyses revealed that many local stakeholders are not engaged in the internationalization process. Interview findings revealed that the lack of widespread stakeholder engagement and buy-in is one of the biggest challenges that Selkirk College faces.

The future state key findings from all analyses indicated that there is a need to develop more intercultural social events and education that will engage local and international stakeholders. The key knowledgeable interviews highlighted the need to increase outbound international mobility opportunities. The stakeholder analysis findings demonstrated that there is a need for more intercultural training and education for all stakeholders, within Selkirk College and the wider community. Student SWOC analysis findings indicated that there is a need to increase promotion of international activities for all students. The interviews, stakeholder analysis and staff and student SWOCs revealed that increasing intercultural and international opportunities is required in order to promote an inclusive approach to internationalization.

### **Gap 2: Support staff and faculty with adapting to internationalization**

#### **Summary of predominant key findings:**

The current state key findings from the interviews demonstrated that one of the greatest challenges facing Selkirk College is the staff's struggle with adapting to internationalization. Specifically, the interviews revealed that some staff struggle with meeting the needs of diverse learners due to a lack of resources or training. Staff SWOC questionnaires also pointed to the challenges of adapting to the changes brought on by internationalization. Both the interviews and staff SWOC analysis acknowledged the current efforts being made to support staff professional development on intercultural education.

The future state key findings from the interviews, the stakeholder analysis and the staff SWOC analysis consistently showed that there is a need for more intercultural training and professional development for staff. Although some efforts have been made in this area, key findings indicate that more support for staff and faculty would be welcomed.

### **Gap 3: Engage and support the wider community**

#### **Summary of predominant key findings:**

The current state key findings from interviews, the stakeholder analysis, and both staff and student SWOCs demonstrated that there are few opportunities for the wider community to engage in the internationalization process with Selkirk College. The interviews revealed that there is not an official strategy for involving the wider community. The four analyses indicated that engaging and supporting the wider community is paramount to gaining widespread consensus for internationalization.

The future state key findings across analyses contained suggestions to enhance wider community engagement and education, such as increasing intercultural social activities and international education opportunities. The staff and student SWOC analyses and stakeholder analysis suggested that there will need to be more coordination with the local community to improve services for students. The key findings from the four analyses illustrated that Selkirk College and the wider community are interdependent, and there is a need to develop intentional strategies to bring the two parties together around internationalization.

### **Gap 4: Refine and diversify international recruitment**

#### **Summary of predominant key findings:**

The current state key findings from the interviews and the staff and student SWOCs acknowledged the successful recruitment and growth of international student enrolments at Selkirk College. The stakeholder analysis provided insight into some of the robust services that are in place to accommodate international students. However, the analyses pointed to the resource and infrastructure shortfalls which are causing apprehension around the rapid expansion of international programs and enrolments. The student and staff SWOC analyses consistently revealed concerns that there is currently a lack of diversity within the international student body, and that there is a concentration of certain nationalities in certain classes and programs.

The future state key findings across all of the analyses indicated that future recruitment efforts will need to closely align with the resources and capacity available at Selkirk College. Moreover, the interviews and the student SWOC suggested diversifying the key market countries from which Selkirk recruits in order to support intercultural learning and to avoid segregation.

### **Gap 5: Support international students with acculturation and academic success**

#### **Summary of predominant key findings:**

The current state key findings from the stakeholder analysis and both SWOC analyses indicated that there are some unique support services in place for international students. The student SWOC revealed that many international students are content with the learning environment and staff at Selkirk College. Interviews indicated that the Teaching and Learning Institute has been instrumental in helping instructors address the needs of a diverse student population. The stakeholder analysis and the SWOC analyses demonstrated that more unique services and training, for both staff and students, are required to prepare international students for success.

The future state key findings from the interviews revealed that there are student support service shortfalls that need to be addressed in order to sustain and improve services for all students. In addition, the interview findings and staff SWOC analysis consistently pointed out the need for additional support for staff and faculty, so that staff can improve the experience for students in the intercultural learning environment. The stakeholder analysis and student SWOC highlighted that many stakeholders have expectations for more intercultural events and training. Increased services and intercultural learning opportunities were the most commonly cited needs for the future success of international students.

## **Gap 6: Resources and capacity to support international program expansion**

### **Summary of predominant findings:**

The current state key findings from all analyses revealed that current resources and infrastructure cannot accommodate the existing rate of growth in student enrolments at Selkirk College. The interviews highlighted the funding challenges facing Selkirk College and other post-secondary institutions; the interviews indicated that external funding from government and other sources is insufficient, and institutions are increasingly reliant on international tuition fees as a source of revenue. The stakeholder analysis and SWOCs revealed several areas where current services and programs could be improved, and these developments would require additional funding.

The future state analysis key findings from all analyses suggested the need to address the resource and infrastructure shortfalls alongside recruitment targets. The interviews, SWOCs, and stakeholder analysis key findings included various suggestions for increasing or adding new services and programs, along with special international initiatives.

## **Gap 7: Social/cultural and academic rationales**

### **Summary of predominant findings:**

The current state key findings from the interviews and the SWOC analyses highlighted that most participants believe that the primary motivation behind internationalization is economical. Findings across these analyses suggested that participants view revenue generation as the primary driver of internationalization. However, the analyses suggested that there is much more to gain from internationalization, and the financial motivation is the impetus and not the sole purpose.

The future state key findings from the interviews and the SWOC analyses indicated that many participants favour the social/cultural and academic rationales for internationalization. Participants cited that internationalization should promote intercultural learning and be an inclusive process that engages both local and international stakeholders. Key findings across analyses revealed that participants thought internationalization should enhance the social/cultural and academic dimensions of Selkirk College.

## **Strategic Issues and Options for Consideration**

The needs assessment and its seven resultant gaps prompted the development of seven strategic issue questions and options for consideration to build on the strategic planning process. The strategic issues can inform the creation of goals and strategy formulation. The options for consideration are broad actions that Selkirk College could consider in their future planning deliberations. The strategic issues and options for consideration are as follows:

### **Strategic Issue 1: How can Selkirk College develop more inclusive intercultural and international learning opportunities?**

#### **Options for consideration:**

1. Make a concerted effort to develop programs and activities for both local and international stakeholders.
2. Promote internationalization/international opportunities for both local and international stakeholders.

### **Strategic Issue 2: How can Selkirk College support its staff and faculty to better adapt to internationalization?**

#### **Options for consideration:**

1. Increase professional development and training opportunities in intercultural education for staff and faculty.
2. Develop more in-person and online forums for staff and faculty to share best practices, challenges, and opportunities.
3. Clarify learning outcomes/competencies, standards, and policies that support an internationalized institution (i.e.: intercultural skills, language expectations, academic integrity).

**Strategic Issue 3: How can Selkirk College engage and support the wider community with the internationalization process?**

**Options for consideration:**

1. Provide the community with opportunities to learn about the internationalization process and its benefits.
2. Strengthen coordination among community partners in order to assure adequate services are available for students.
3. Create opportunities that encourage intercultural learning between international and local stakeholders in the wider communities.

**Strategic Issue 4: How can Selkirk College refine and diversify international recruitment?**

**Options for consideration:**

1. Develop recruitment strategies that support the social/cultural and academic goals of the college.
2. Expand the number of source countries/key markets from which Selkirk College recruits.

**Strategic Issue 5: How can Selkirk College support international students with acculturation and academic success?**

**Options for consideration:**

1. Increase transition services, such as orientations and ongoing workshops/study skills groups.
2. Develop more in-person and online social support networks for students.

**Strategic Issue 6: How can Selkirk College meet the resource and capacity requirements for international program expansion?**

**Options for consideration:**

1. Consider other sources of funding and revenue generating opportunities beyond government funding and international student tuition fees.
2. Develop more transnational/cross border education opportunities to alleviate funding and infrastructure shortfalls.

**Strategic Issue 7: How can Selkirk College espouse stakeholders' preferred rationales for internationalization?**

**Options for consideration:**

1. Include a mission and vision statement in the ISP that reflects an inclusive approach to internationalization.
2. Hold consultations/forums with various stakeholders to discuss their preferred purpose and approach for internationalization.

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## 1.0 Introduction

Selkirk College has been involved in international education activity on campus and overseas since 1986 (Selkirk College, 2015, para. 12). In recent years, there has been significant growth in international student enrolments at Selkirk College. The number of international students at Selkirk College has more than doubled over two years, from 123 students in 2012 to 311 in 2014 (Selkirk College, Institutional Research Department, 2016). Based on a headcount totals report from British Columbia's Ministry of Advanced Education (2015, p.4), as of November 1<sup>st</sup>, 2014 international students made up about 8% of the total number of students enrolled at Selkirk College. Presently, the number of international students enrolling in Selkirk College continues to increase.

This recent increase in international student enrolments and international education activity has prompted the educational and wider communities' interest in Selkirk College's international education efforts and associated economic, educational, and social ramifications. In the context of this report, the educational community refers to all individuals directly involved with Selkirk College's services (internal stakeholders). The wider communities include all local and international community members that Selkirk College serves directly and indirectly (external stakeholders). In response to the impact that increased international education activity is having within Selkirk College and in its wider communities, Selkirk College aspires to consider stakeholders' interests in the development of its ISP.

### 1.1 General Problem

Although Selkirk College has had a successful English Language Program for 30 years, recruiting large numbers of international students to its mainstream programming is relatively new. Due to this increased international element, Selkirk College wants to formally articulate its motivation and approach to internationalization. Furthermore, Selkirk College wants to assess the various interests and needs of its stakeholders. Unless Selkirk College determines and considers these two matters, its future internationalization strategies may not be understood or embraced by those whose support is essential to the advancement of internationalizing the institution and Selkirk College's wider communities.

In the development of its ISP, Selkirk College needs to clarify the motivation and desired future state for internationalization based on stakeholders' input. The practice of assessing the organization's internal and external environments supports organizations in the development of rigorous strategic planning, helps to prepare for budgeting, and maintains accountability to stakeholders (Bryson, 2011, p.53-54). In order to formulate an ISP that will result in supported operational goals and strategies, it is constructive to systematically consider internal and external environmental factors along with stakeholder interests.

### 1.2 Research Question(s) and Project Objectives

The primary objective of this project is to identify strategic issues that will inform the development of Selkirk College's ISP. Bryson defines strategic issues as "fundamental policy questions or critical challenges affecting the organization's mandates, mission, values, product or service level and mix, clients, users or payers, costs, financing, organization, or management" (Bryson, 2011, p.55). This project does not involve writing the formal strategic plan; rather, the focus of this project is on the pre-planning stage, which culminates in strategic issue identification. The strategic issues will assist the planning committee in devising a strategy that is realizable and reflects stakeholders' desired approach to internationalization.

The central research question for this project can be summarized in the following terms:

- What strategic issues could Selkirk College consider when developing its internationalization strategic plan?

The following sub-questions will inform the central question:

- What rationales do stakeholders have for internationalization at Selkirk College?
- What is the current and desired future state of internationalization at Selkirk College?
- What are the strengths, weaknesses, opportunities and challenges of internationalization at Selkirk College?
- Who are the stakeholders and what are their expectations/needs?
- What broad external factors might impact Selkirk College's internationalization efforts?

### 1.3 Project Client

Selkirk College is a community college located in the West Kootenay Boundary Region. This project's findings will inform a long-range, institution-wide plan that will be operationalized by the VP of Education and Students, the International Department, and various departments throughout the institution. The ISP will be impactful and relevant for the entire institution. Selkirk College serves the local communities of Castlegar, Nelson, Trail, Rossland, Nakusp, New Denver, Kaslo and Grand Forks. Selkirk College has approximately 2370 full-time students with about 311 international students (Selkirk College, n.d., para. 1).

Selkirk College is British Columbia's first regional college, which was initiated in 1964-65 through community forums and a community referendum (Selkirk College, n.d., paras. 5-6). Echoed throughout its institution-wide strategic plan, *Beyond Imagination* (Selkirk College, 2013), Selkirk College's function and purpose continues to be grounded in serving its communities, both local and global. Selkirk College's community-oriented focus is articulated in its mission and vision:

- “MISSION - Selkirk College inspires lifelong learning, transforms lives through education and training, and serves our communities.
- VISION - Selkirk College is a learner-centred college that provides educational experiences and pathways to prepare students for work, further education, service, and lifelong learning. Our vision is to make learning authentic, inspiring, rewarding and relevant to students, the region, and the world. We are integral to the economic development, social equity, culture, and sustainability of the communities we serve.” (Selkirk College, 2013, p. 2)

Both local and international stakeholders are amongst the many communities that Selkirk College serves. As articulated on Selkirk International's webpage, “Selkirk International is committed to welcoming students from around the world and providing opportunities for all students to have an international experience as a part of their studies” (Selkirk College, n.d.a, para. 1). In response to the expansion of Selkirk College's international activity, concerted efforts are being made to address how international education is delivered and how it is impacting all stakeholders.

The client of this project is Theresa Southam, the Coordinator of the Teaching and Learning Institute at Selkirk College. Theresa Southam facilitates education projects and initiatives across the institution. One of the initiatives that Theresa Southam is involved with is the internationalization and interculturalization of the institution and the teaching and learning process. Under the direction of the VP of Education and Students, the pre-planning phase of the ISP is one of the initiatives that Theresa Southam supports, along with the International Department. In the context of this project, Theresa Southam acts as a supervisor and liaison for the researcher of this project.

### 1.4 Background

Within the context of post-secondary education, internationalization is a response to globalization and education policies that emphasize economic competition (Knight, 2004, p.5-13; Foskett, 2010, p.35-p.37). The Government of Canada and the Government of British Columbia (B.C.) recognize that international education is a robust sector that supports the current and future economic prosperity of the country (Government of Canada, 2014; Government of British Columbia, 2012). To encourage the economic benefits of international education activity, both jurisdictions have developed international education strategies. Canada's International Education Strategy (Government of Canada, 2014) and British Columbia's International Education Strategy (Government of British Columbia, 2012) emphasize the economic benefits and necessity of international education in the knowledge-based economy.

The Governments of Canada and British Columbia view inbound international student mobility as a means to address a forecasted skilled labour shortage (Government of Canada, 2014, p.9; Government of British Columbia, 2012, p.15). Based on 2012 statistics, next to Ontario, B.C. had the second largest number of long-term international students in Canada; Ontario had 111,171 and BC had 68,321 (Government of Canada, 2014, p.8). One of the goals in the Government of B.C.'s strategy is to increase the number of international students studying in B.C. by 50% over the next four years (Government of British Columbia, 2012, p.13). As a result of the provincial and federal governments' ambitious expectations, post-secondary institutions are tasked with the expansion of international programs and enrolments. Furthermore, post-secondary institutions are compelled to address the educational, social, cultural, and political ramifications associated with the internationalized environment.

In addition to the emphasis on economic advantage, the Government of B.C.'s strategy articulates that internationalization should be a two-way exchange of students, faculty, research, innovation, and knowledge (Government of British Columbia, 2012, p.4). Yet, ensuring that internationalization benefits both domestic and international stakeholders is highly dependent on the strategies of education institutions. This project focuses on strategies at the institutional level. As Knight (2004) points out, "it is usually at the institutional level that the real process of internationalization is taking place" (p.5). The choices made at the institutional level dictate how internationalization is approached (Knight, 2004, p.5). This project will herein refer to internationalization strategies, wherein "the strategies term [refers] to both program and organizational initiatives at the institutional level" (2004, p.13). An institution's approach to internationalization is also dependent on the expectations and support of stakeholders. Therefore, it is important to understand which approach is most strategically advantageous and widely supported by stakeholders.

## **1.5 Organization of Report**

This report opened with an executive summary and was followed by an introduction outlining the general problem, the research questions and project objectives, the project client, and background. This report is organized in nine main sections. Following this introduction is section two, which provides a literature review of internationalization in higher education; drawing on the literature review, the section culminates in the conceptual framework for this study. Section three describes the research methodology and methods used to address the project objectives and answer the research questions. Further, section three discusses the limitations and delimitations of the project. Section four summarizes and discusses the key findings from the current and future state analysis, which was conducted through key knowledgeable interviews; this section identifies the current and future strategies and resources at Selkirk College and two other B.C. Interior post-secondary institutions. Furthermore, section four explores the key knowledgeable's understood and preferred rationales for internationalization.

Section five reports the key findings from the stakeholder identification and analysis research activity that was performed with members from Selkirk College's Internationalization Strategic Planning Advisory Committee; this section reveals some of the shared expectations across stakeholder groups. Section six summarizes the findings from the student and staff questionnaires, which resulted in two SWOC (strengths, weaknesses, opportunities, and challenges) analyses. Along with summaries from the two SWOC analyses, section six identifies the understood and preferred rationales of the student and staff stakeholder participants. Section seven is a PESTO (political, economic, social, technological, other) analysis that outlines some of the broad external trends that could impact Selkirk College's internationalization efforts. Section eight provides a discussion and analysis of the overall findings from the research. This section provides a summary and synthesis of the key findings from the five analyses in order to complete a needs assessment. The results from the needs assessment, the seven gaps between the current and desired future state of internationalization at Selkirk College, are identified and discussed in this section. Section nine provides seven strategic issues and various options for consideration that Selkirk College could adopt. The report closes with a conclusion that briefly summarizes and provides reflections on this project.

## 2.0 Literature Review

The purpose of this literature review is to provide the scholarly context on the phenomenon of internationalization of higher education (IoHE), which will inform the methodology and conceptual framework to be used in the pre-planning stage of developing Selkirk College's ISP.

Firstly, this literature review explores definitions, key concepts and rationales for internationalization and considers the community college's unique position within the context of internationalization. Secondly, this review looks at strategic planning literature concerning the development of internationalization plans. While much has been written on existing strategies, rationales, approaches, and the operationalization of plans, little research exists on how internationalization strategic plans are developed. Thus, this literature review identifies pre-planning considerations that align with IoHE, which will inform the development of a constructive pre-planning model for internationalization strategic planning.

In the process of conducting this literature review, several online databases were accessed from the University of Victoria (UVic) Libraries: Academic Search Complete (EBSCO), Canadian Public Policy Collection (ebrary), ProQuest, JSTOR, and Google Scholar. UVic's online library catalogue was also used as a search tool. These databases and UVic's online catalogue were used to locate peer-reviewed scholarly journals and books. With the aim of identifying grey literature, a Google search was also conducted.

The key words that were used in the search include: "internationalization of higher education", "internationalization and education", "strategic planning and internationalization in higher education", "internationalization strategic plans", "internationalization strategies", "strategic planning and international education", "internationalizing education/higher education", "internationalizing the institution", "internationalizing the curriculum", "internationalization rationales", "internationalization at home", and "internationalization overseas/abroad", "community colleges and internationalization", and "intercultural education".

### 2.1 Definitions of Internationalization

Definitions and interpretations of *internationalization* vary amongst institutions, scholars and stakeholders. With this in mind, several authors stress the importance of selecting a definition that will be consistently used to discuss the complex phenomenon (Green & Olsen, 2003, p.6; Knight, 2004, p.10; Green, 2012, p.3). Green (2012) suggests that we might understand "internationalization as a strategy to achieving fundamental institutional goals" (p.4). This conceptualization views internationalization as a type of institutional strategy.

One of the most commonly cited definitions is from Knight (1994), who defines internationalization as the "process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution" (p.7). This definition focuses on how internationalization is implemented at the institutional level (Knight, 2004, p.9). Knight's updated definition of internationalization is defined as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p. 2; Knight, 2004, p.11). Aimed to suit the context of academic discourse, this definition is not value-laden and captures the breadth of the international dimension in higher education (Knight, 2013, p.85). While the definition is politically neutral and broad, it does not provide insight into the nuances of how internationalization can be approached or to whom it may be delivered. While Knight's definitions provide a foundation to describe internationalization, they do not address who the beneficiaries of internationalization are, or what the main purpose is.

In a recent study by the European Parliament (2015), Knight's definition of internationalization has been amended 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 new definition is a significant contribution because it specifies the purpose of internationalization, and it addresses ethical implications of the phenomenon. The definition implies that the focus should be on increasing the quality of education for all members of the educational community, not just the mobile few (European Parliament, 2015, p.29). The inclusion of the phrase "to make a meaningful contribution to society" (2015, p.29) suggests that internationalization should be approached with a sense of social responsibility. While the concept of "meaningful contributions to society" (2015, p.29) may be broadly interpreted, the inclusion of this phrase suggests that the process of internationalization should benefit people outside the institution.

This report adopts the working definition of the European Parliament because it aligns with Selkirk College's organizational purpose, which emphasizes lifelong learning and serving its communities. This definition also addresses the Government of B.C.'s desire to approach internationalization as a two-way process, one that

benefits both domestic and international players. In short, the European Parliament's 2015 definition reflects the aspiration that internationalization ought to benefit many people.

## 2.2 Internationalization at Home and the Intercultural education

If internationalization is to be grounded in an educational purpose that serves public value, it should be an inclusive process that benefits as many people as possible. For this reason, *internationalization at home* and *intercultural education* are important concepts for this study. At the institutional level, there are two classifications of strategies that have emerged: strategies that happen domestically at home institutions and strategies that happen in another country (Knight, 2004, p.16).

The concept of internationalization at home (IaH) originated with recognizing that outbound mobility is not accessible for all students and that there is a need to provide international opportunities for those who stay at home (Wachter, 2003, p.5). Wachter describes the foundation of internationalization at home as “an understanding of internationalisation that went beyond mobility and a strong emphasis on the teaching and learning in a culturally diverse setting” (Wachter, 2003, p.5-6). Internationalization at home has been described in broader terms by Crowther, Joris, Otten, Nilsson, Teekens, and Wächter (2000) as “any internationally related activity with the exception of outbound student and staff mobility” (p.6). Internationalization at home strategies and activities happen at home and focus on providing intercultural experiences, and developing curriculum or teaching methodology that has an international or intercultural emphasis (Wachter, 2003, p.6; Knight, 2012, p.9-10). Internationalization at home considers how those who are not internationally mobile may also partake in an international education experience (Crowther et al., 2000, p.6; Harrison, 2015, p.414).

An interrelated concept, and one way that internationalization at home is realized, is through *intercultural education*. This report adopts the following conceptualization of intercultural education from UNESCO (2006): “Intercultural Education aims to go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and dialogue between the different cultural groups” (p.18). UNESCO also outlines the ways that intercultural education can be implemented through curriculum, teaching methods, teaching materials, language teaching, school life and governance, the role and training of teachers, and the interaction between school and society (UNESCO, 2006, p.27). Intercultural education may be viewed as a component of internationalization that aims to equalize international education opportunities for all learners in our globalized, multicultural society.

## 2.3 The Rationale Approach to Internationalization

Several authors discuss the contentiousness of internationalizing the higher education system, pointing out that there are various approaches and rationales that often involve competing or conflicting interests (Knight, 2013, p.84; Garson, 2000, p.6; Green & Olsen, 2003, p.11-12). At the institutional or provider level, Knight has identified various approaches to internationalization (Knight, 2004, p.19). According to Knight (2004), “the notion of approach is introduced to help describe and assess the manner in which internationalization is being conceptualized and implemented” (p.18).

One of the approaches is the *rationale approach*, which focuses on the reasons for why internationalization should be pursued (Knight, 2004, p.19). Knight (2004) describes the rationale approach to internationalization, at the institutional level, in the following terms: “Internationalization is described with respect to the primary motivations or rationales driving it. Priorities can include: academic standards, income generation, cultural diversity, and student and staff development” (p.20). This project focuses on how internationalization rationales are implemented at the institutional level.

In internationalization literature, definitions and rationales are often considered synonymously; however, a distinction should be made between definitions (what is meant by internationalization) and rationales (why we internationalize) (de Wit, 2010, p.9). Because internationalization is a deliberate change strategy with ethical implications, rationales and values associated with it should be seriously discussed and clarified (Knight, 2013, p.89-90). Altbach and Knight (2007) express that “Globalization may be unalterable, but internationalization involves many choices” (p.291). Some authors that write about internationalization rationales (Knight and de Wit, 1997, 1999; de Wit, 1995; de Wit, 2002; Knight 2004) discuss four general categories that rationales fall under: political, economic, social/cultural, and academic (de Wit, 2002, p.83-102; Knight, 2004, p.21-28). Knight (2004) discusses how the four categories can be a useful tool for the analysis of rationales; however, there is often overlapping of the categories, and it is not always clear which priorities correspond with which categories (p.21-22). De Wit (2011) explains that rationales differ across contexts, that more than one rationale may be present, and rationales inform approaches to internationalization (p.245).

Knight has developed a framework that clarifies what priorities fall under each of the four categories, and demonstrates some of the differences between institutional and national levels of rationales (Knight, 2012, p.7). For this project, the four categories and the priorities associated with them are of primary interest. The following image (Table 1) has been accessed from Knight’s article “Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education” (2012, p.8). Table 1 outlines the various rationales and their possible corresponding priorities.

Table 1  
*Change in Rationales Driving Internationalization*

Four Categories of Rationales (1999)	Two Levels of Rationales (2008)
<b>Academic</b> International dimension to research and teaching Extension of academic horizon Institution building Profile and status Enhancement of quality International academic standards	<b>Institutional</b> International branding and profile Income generation Student and staff development Strategic alliances Knowledge production
<b>Economic</b> Revenue generation Ecompetitiveness Labor market Financial incentives	<b>National</b> Human resources development Strategic alliances Commercial trade Nation building Social cultural development
<b>Political</b> Foreign policy National security Technical assistance Peace and mutual understanding National identity Regional identity	
<b>Social</b> National cultural identity Intercultural understanding Citizenship development Social and community development	

Source: Knight, 2008.  
Source: Knight, 2012

This figure provides particulars on what priorities, or purposes, fall under each of the four categories; it also demonstrates that there may be differences in institutional and national level rationales. The four categories (academic, economic, social/cultural, and political) and Knight’s framework are tools that support this project’s exploration and understanding of Selkirk College stakeholders’ rationales for internationalization.

## 2.4 The Community College and Internationalization

Exploring and clarifying Selkirk College’s rationale for internationalization is particularly important within the context of Selkirk College’s role as a community college. British Columbia’s colleges play an important role in the economic and social wellbeing of the people in their communities, providing accessible and affordable education (BC Colleges, 2013, paras. 1-2). B.C.’s colleges allow local students the opportunity to train or study close to home while also increasing learning opportunities for “underrepresented groups” (BC Colleges, 2013, paras. 1-2).

Selkirk College and other B.C. colleges are charged with maintaining a commitment to serve their local communities and economies throughout the internationalization process. The Association of Canadian Community Colleges recognizes the importance of the relationship that Canadian colleges have with employers and their communities (Association of Canadian Community Colleges & Government of Canada, 2010, p.1). Green and Siaya (2005) suggest that the community college will need to embrace internationalization in order to support its local communities with adapting to the inevitable globalization of local economies and increasingly diverse populations (p.1). Internationalization of the community college is compatible with and essential to the community college's continued support of its local communities.

In addition to serving local stakeholders, some community colleges like Selkirk College are becoming increasingly international. Expansion of programs and increased international enrolments has propelled the impacts and benefits of internationalization throughout the institution. Many of Selkirk College's programs have both international and local dimensions. Some of the programs that have international elements at Selkirk College include: the English Language Program, university/college programs, Teaching English to Speakers of Other Languages (TESOL), post-graduate diplomas, and study abroad (Selkirk College, n.d.a.). These programs serve both local and global communities. Internationalization has also contributed to the development of new programs in areas, such as Business, Tourism, and Nursing. Selkirk College's widespread internationalization efforts impact both regional and international communities. To name a few, Selkirk College's Nursing program and the MIR Centre for Peace serve local stakeholders through various local initiatives; these and other programs also offer international overseas opportunities, which directly impact international communities. Programs like Hospitality and Business are international by nature and attract many international students who contribute to the intercultural learning environment on campus. In short, increasingly there is a connection between local and international communities. Within the context of Selkirk College, international communities play an important role in the community college. To account for the unique purpose and function of the community college, such considerations should be accounted for when developing a formal strategic plan.

## **2.5 The Pre-Planning Phase and the Internationalization Planning Context**

This research project concentrates on the pre-planning phase of strategic planning, which takes place before the development and writing of the formal strategic plan. This section of the literature review has identified four main elements of a thorough and deliberate pre-planning phase: 1) clarifying the institution's purpose 2) internal and external environmental analysis 3) engaging stakeholders and considering their needs 4) issue identification. These key elements of pre-planning are interrelated and can occur simultaneously. In addition, this section identifies the ways that these elements are applicable in the internationalization planning context.

Clarifying the institution's purpose and desired future is one of the overarching aspects of the strategic planning process. Bryson (2011) emphasizes the importance of illuminating organizational mission and values to inform strategic direction (p.117). According to Bryson (2011), "The aim of mission clarification is to specify the purposes of the organization and the philosophy and values that guide it" (p.128). Similarly, Mintzberg (1994) highlights the importance of focusing on vision, not specific plans or strategies, to guide strategic thinking (p.107). According to Mintzberg (1994), "the outcome of strategic thinking is an integrated perspective of the enterprise, a not-too-precisely articulated vision of direction..." (p.107). Within the context of internationalization of higher education, Green (2012) expresses that "before an institution sets out to develop specific goals that will guide measurement, it is vital to articulate the reason for undertaking a particular internationalization strategy and how it contributes to larger institutional or unit goals" (p.4). As one of the first steps before writing a formal plan, Olson, Green and Hill (2006) discuss the importance of developing "a team charged with articulating or clarifying the institutional vision for internationalization" (p.47). Childress (2009) explains that it is important to recognize the various rationales for internationalization when considering why an institution may wish to develop an internationalization plan (p.290). These recommendations highlight the importance of clarifying the institution's purpose for internationalizing the institution.

Internal and external environmental analysis of the organization is a significant part in preparation of strategy development (Morrison, 1992, p.3; Bryson, 2011, p.150). Bryson (2011) recommends considering resources, present strategy, and performance to determine internal strengths and weakness (p.53). Similarly, in their discussion of developing internationalization plans, Olson, Green and Hill (2006) recommend starting the planning process by undertaking an "internationalization review"; this involves inventorying international activities and resources to gain an understanding of the institution's current state of internationalization (p.49). Examining external influences and how they relate to the organization's internal environment is recommended in decision-making processes, since it allows the organization to respond to outside factors that may impact its future (Morrison, 1992,

p.1 & 3; Bryson, 2011, p.159). Assessing what is happening inside and outside of the organization is critical in helping planners determine the future direction of the organization (Morrison, 1992, p.3; Bryson, 2011, p.150).

Involving stakeholders in the pre-planning process and determining stakeholders' expectations is essential to determining what direction a strategic plan should take. Bryson (2011) recommends that "some careful stakeholder analysis should precede development or modification of an existing mission statement, so that attention to purpose can be informed by thinking about purpose for whom" (p.51). Green and Olsen (2003) point out that there are various stakeholders who sometimes hold diverging rationales for internationalization; it is particularly important to consider the competing and complementary interests of stakeholders (p.12). According to Childress (2009), "the process of developing and internationalization plan, as well as the plan itself, can serve as a vehicle to stimulate the engagement of key stakeholders" (p.304). Within the context of internationalization, gaining stakeholders' input and understanding their needs is fundamental to establishing a direction for the future.

Issue identification, a product of environmental analysis, is central to developing strategies and strategic plans (Bryson, 2011, p.185; Dale, 2002, p.131). Bryson (2011) recommends that prior to developing strategies, it is critical to identify "strategic issues", which are "fundamental policy questions or critical challenges affecting the organization's mandates, mission, values, product or service level and mix, clients, users or payers, costs, financing, organization, or management" (p.55). In his discussion of "issue driven strategy formation", Dale (2002) stresses that forming strategy depends on "issue recognition", which he defines as "analysis and visioning work to surface and recognize the issues that an organization faces" (p. 131). In the internationalization planning context, Olsen, Green and Hill (2006) express that the data from the internationalization review process should be analyzed in order to identify which internationalization issues, or major strengths and weaknesses, are most important to the institution (p.57-58). Along with the vision, these issues should be addressed in the development of strategic goals (Olsen et al., 2006, p.67). Similarly, Green and Olsen (2003) stress that "the utility of a review will be limited unless it frankly addresses serious issues and is appropriately complimentary and critical about successes and shortcomings" (p.41). Once issues are identified, the planners and writer/s of the formal plan can begin determining what priorities or goals the organization should focus on for the future.

## 2.6 Conceptual Framework

The conceptual framework for this project is aimed at devising a participative and methodical pre-planning model for identification of strategic issues, within the context of internationalization of higher education. This framework is informed by the *rationale approach* of internationalization (de Wit, 2002, p.83-102; de Wit, 2010, p.10; Knight 2004, p.21-28), Needs Assessment methodology and practice (Watkins & Altschuld, 2014; Witkin & Altschuld, 1995), and Bryson's Strategy Change Cycle and Direct Approach to strategic issue identification (Bryson, 2011, p.46 & p.195). A combination of these practices contributes to this project's pre-planning model, which culminates in the identification of strategic issues.

This project's conceptual framework is informed by the rationale approach of internationalization, "which defines internationalisation in terms of its purposes and intended outcomes" (de Wit, 2010, p.10). The rationale approach aligns with the pre-planning aim to clarify the institution's purpose for internationalization in order to inform the organization's future strategies. The rationale approach also supports the aim to illuminate stakeholders' expectations for internationalization at Selkirk College.

The methodology and methods of this pre-planning model also support the exploration of stakeholders' preferred rationales. Bryson's Strategy Change Cycle (Bryson, 2011, p. 46) provides a clear and comprehensive approach to the pre-planning process. The first five steps of Bryson's Strategy Change Cycle (2011) inform the pre-planning methodology and the selection of methods and research instruments for this project. Furthermore, the identification of strategic issues is grounded in Bryson's Direct Approach (Bryson, 2011, p.195) to strategic issue identification. The conceptual framework for this project is also largely influenced by Needs Assessment methodology.

Needs Assessment methodology informs the analysis of the gaps between the current and future state (Watkins & Altschuld, 2014, p.6) of internationalization at Selkirk College. Strategic issue identification is influenced by the rationale approach to internationalization, allowing for a future that is articulated and grounded mostly in the responses of research participants, who are also stakeholders. The rationale approach acts as a lens to explore the desired future state of participants.

Analysis of the findings from the various pre-planning methods is synthesized and analyzed through the core objectives outlined in needs assessment methodology. Finding the gaps between current state (what is) and future state (what should be) will drive the final identification of strategic issues. Knight (2004) points out that each institution has unique circumstances, which will inevitably inform the institutional-level rationale; some of these

factors include geographic location, available resources, the institution’s mission, student numbers, and funding (p.25). To understand what issues should be addressed in the future, it is necessary to take stock of the current state at Selkirk College.

Through the pre-planning model, the researcher will identify some of the most notable factors that Selkirk College could consider when determining the direction the formal plan should take. Furthermore, the model ensures that future planning considerations are grounded in research participants’ preferred rationales. The strategic issues will thus be based on research participants’ expectations and input. The following figure is a visual depiction of the pre-planning model developed for this project.

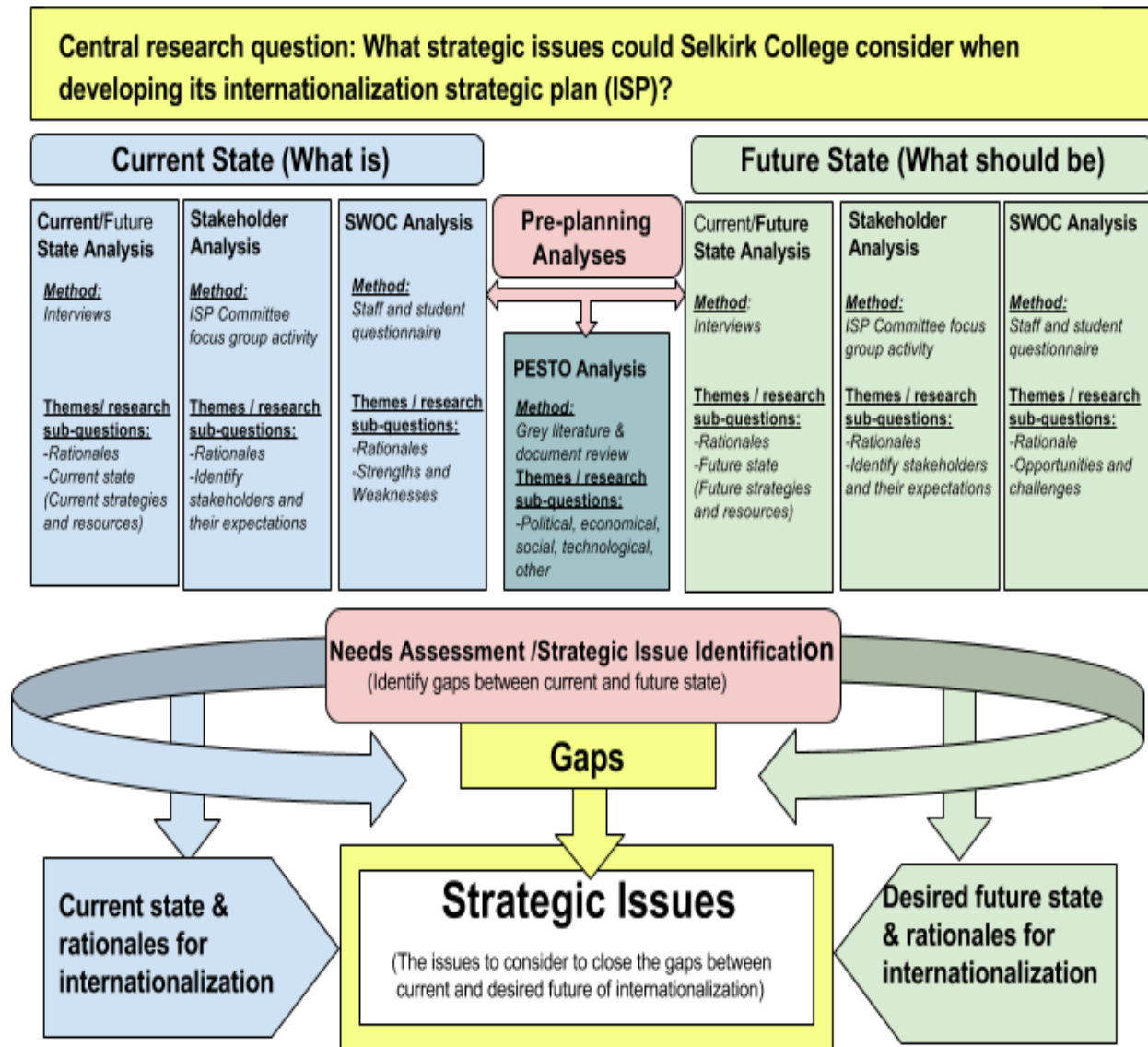


Figure 1: Conceptual framework: Pre-planning model for Selkirk’s ISP

## 3.0 Methodology and Methods

With the aim of describing how the research was designed and executed, this section outlines the methodology and methods of this project. This section discusses how the application of needs assessment and strategic planning methodology inform the design and purpose of this project, which is the identification of strategic issues through qualitative pre-planning activities. This section also explains how strategic issues are identified and described in this report. Furthermore, detailed in this section are the research methods and tasks used to collect and analyze the qualitative data that was collected in the pre-planning stage. To conclude, a consideration of this project's limitations and delimitations are reported.

### 3.1 Needs Assessment Methodology

This project's methodology aims to engage stakeholders in pre-planning activities and to generate deliverables that will facilitate Selkirk College in preparation of its ISP. The primary methodological approach of this project is a needs assessment, a type of evaluation research that leads to evidence-based practice (Trochim, 2007, p.350-352). According to Trochim (2007), "Evaluation not only asks the evidence-based practice question of 'what works', but also has a long history of developing methods of understanding how things work, and how well in practical situations and for real-world problems" (Trochim, 2007, p.351).

The purpose of evaluation research fits with the pre-planning methodology of this project, which investigates the current state of international programs and activities in order to inform long-range strategic plans. Watkins and Altschuld (2014) claim that "needs assessments are often considered a form of strategic or program planning even more so than a type of evaluation..." (p.6). Needs assessment is a diverse and evolving theory and practice, which has appropriated methods from several domains, including strategic planning (Watkins & Altschuld, 2014a, p.106). Trochim (2007) defines needs assessment as "a structured empirical process for assessing the needs for a program or intervention" (p.352). A needs assessment compares the current situation with the future desired situation to find gaps; these gaps are issues or challenges that should be addressed in order to achieve desired results in the future (Watkins & Altschuld, 2014, p.6).

In the context of this project, needs assessment aims to illuminate research participants' experiences and perspectives of current internationalization efforts and identify strategic issues in order to inform future planning efforts. Witkins and Altschuld (1995) have described strategic planning as a type of "future-oriented needs assessment" that applies methods that facilitate inquiry into the future in order to identify future needs (p.210-211). Strategic planning allows for an assessment of current situation and future situation in order to identify needs, which are strategic issues that must be addressed in order to achieve future aims (Witkins & Altschuld, 1995, p.211 & 215). Within the context of strategic planning, the identification of strategic issues is aligned with the objectives of needs assessment practice. In both strategic planning and needs assessment, the objective is to identify those issues that require careful consideration when preparing for the future development or improvement of programs.

### 3.2 Strategic Planning Methodology

Bryson's Strategy Change Cycle (Bryson, 2011, p.46) informs the pre-planning approach and the selection of pre-planning methods for this project. Bryson's Strategy Change Cycle is a ten-step strategic planning process, which is grounded in extensive research and practice and is designed for the use of public and non-profit organizations (2011, p.42). This research project involves the first 5 steps of Bryson's Strategy Change Cycle but concentrates on stages 3, 4 and 5: "3) Clarify organizational mission and values 4) Assess the external and internal environments to identify strengths, weaknesses, opportunities, and threats 5) Identify strategic issues" (2011, p.46). The first five steps of the Strategy Change Cycle (Bryson, 2011, p.46) focus on the pre-planning stage, which culminates in the identification of strategic issues.

The ten steps of Bryson's Strategy Change Cycle are as follows:

1. Initiate and agree on a strategic planning process
2. Identify organizational mandates
3. Clarify organizational mission and values
4. Assess the external and internal environments to identify strengths, weaknesses, opportunities, and threats
5. Identify strategic issues
6. Formulate strategies
7. Review and adopt the strategic plan or plans

8. Establish and effective organizational vision
9. Develop an effective implementation process
10. Reassess strategies and the strategic planning process (Bryson, 2011, p. 46).

This research project draws on Bryson's Strategy Change Cycle as a guide to the pre-planning phase of Selkirk College's internationalization strategic planning process.

### 3.3 Strategic Issue Identification and Description

The identification of strategic issues provides the basis of the final suggestions for future planning deliberations outlined in this report. Strategic issues are "fundamental policy questions or critical challenges affecting the organization's mandates, mission, values, product or service level and mix, clients, users or payers, costs, financing, organization, or management" (Bryson, 2011, p.55). More specifically, Bryson (2011) states, "strategic issues are likely to involve more need for knowledge exploration, changes in basic stakeholders or stakeholder relationships, and perhaps radical new technologies (p.187).

There are several methods for identifying and describing strategic issues. This project adopts "the direct approach", which Bryson maintains is particularly constructive for government and non-profit organizations (2011, p.195). The direct approach is appropriate in a politicized environment wherein there is no pre-established consensus or vision, or where it may be difficult to mandate goals on stakeholders (2011, p.195). Because internationalization is politicized, unpredictable, and relatively new for Selkirk College, the direct approach is considered suitable for this project's strategic issue identification and description.

To identify strategic issues using the direct approach, Bryson suggests that the planning team identify the strategic issues based on an assessment of mandates, mission, and internal/external environmental analyses (2011, p.195 & 199). In this project, the researcher is responsible for identifying strategic issues based on findings from the research methods and tasks. Selkirk College's internationalization strategic planning committee and the writer of the ISP may review and choose whether or not to adopt the strategic issues and corresponding options outlined in this report.

In this report, strategic issues are reported based on Bryson's recommendations for strategic issue description (2011, p.192-193). Firstly, Bryson advises that strategic issues be presented as questions that the organization is able to address and which may have multiple answers; secondly, the description should explain the "confluence of factors", the importance of the issue and why it is strategic; thirdly, the description should discuss what might happen if the issue is not attended to (2011, p.192-193).

### 3.4 Methods and Tasks

With the goal of encouraging involvement amongst research participant groups, the writer of this report has a dual role, acting as both researcher and facilitator of the pre-planning process. Informed by strategic planning methods, this project takes a multi-methods approach to answering the research questions and engaging participants in the pre-planning processes through qualitative inquiry methods.

The methods and tasks in this project were selected to support the aims of the needs assessment; they were designed to describe the current and future state of internationalization at Selkirk College. The methods used were a combination of formative evaluation and strategic planning tasks, which support the identification and description of strategic issues. Prior to commencing the recruitment of participants, research tasks and data collection, the project received ethics approval from the University of Victoria's Research Ethics Board. This project applied four pre-planning tasks/methods, three of which involved four different participant groups.

#### 3.4.1 Current and Future State Analysis (Key Knowledgeable Interviews)

*Key knowledgeable interviews* (Patton, 2015, p.436) were conducted for the current and future state analysis. The aim of the key knowledgeable interviews (2015, p.436) was to assess the current and future state of internationalization efforts at Selkirk College. The interviews explored two of the research project's sub-questions:

- What rationales do stakeholders have for internationalization at Selkirk College?
- What is the current and desired future state of internationalization at Selkirk College?

The key knowledgeable interviews focussed on how Selkirk College and two other similar B.C. Interior institutions currently approach internationalization; furthermore, the interviews explored the possible future direction of the three institutions.

Faculty from Selkirk College and two similar institutions were purposively sampled for their expert knowledge and experience regarding their respective institution's current and possible future internationalization strategies. Two faculty members from Selkirk College and two faculty members from two separate institutions in B.C.'s Interior region were invited to participate in this research. Two B.C. Interior institutions were included in the sampling frame in order to gain insight into where other demographically similar institutions are at in their internationalization process in relation to Selkirk College. The two external institutions were selected because of their geographic and demographic similarities with Selkirk College and for their robust internationalization efforts. Considering other institutions' approaches provided information about the similarities and differences in approaches amongst the institutions. In addition, looking at Selkirk College's position alongside comparable institutions provided insight into the strategic direction Selkirk College could take in the future.

In accordance with the client's request, a fifth participant with significant experience in international education, from a fourth institution in B.C., was added to the sampling frame and invited to participate in the interview. Of the five potential participants recruited through e-mail by the researcher, four participants from three institutions participated in the interviews. Two participants were from Selkirk College (Interviewees 1 and 2), and two participants were from two separate post-secondary institutions (Interviewees 3 and 4). Thus, interviews were conducted with four public post-secondary faculty members who work in the area of international education.

These key knowledgeable interviews were "pragmatic interviews", which ask "straightforward questions about real-world issues aimed at getting straightforward answers that can yield practical and useful insights" (Patton, 2015, p.436). Participants took part in open-ended, semi-structured interviews. The semi-structured interview method was selected for its ability to support comparative analysis across participants and their respective institutions.

The interviews explored six main themes: rationales, current strategies and resources, future strategies and resources, and challenges of the three institutions. A priori sub-themes were identified through discussions with the client and a review of the Internationalization Strategic Plan Terms of Reference (Selkirk College, 2015a). The researcher identified two specific areas concerning current and future strategies that Selkirk College wished to be explored: 1) how the institutions are managing international student enrollments 2) how the institutions are engaging the wider community in the internationalization process. Thus, two a priori sub-themes were identified and applied in the development of the research questions concerning current and future strategies.

The interview questions (See Appendix A) focussed on rationales, what strategies are currently working and what needs to be changed, what resources the institutions currently have, and what resources and strategies the institution could consider in the future. The interviews also explored the current and future strategies and resources that the institutions require to engage the community in the internationalization process and manage the growth of international student enrolments.

### **3.4.2 Stakeholder analysis (Focus group activity with ISP Advisory Committee)**

With the aim of identifying the stakeholders and their needs and expectations, a stakeholder analysis was performed with Selkirk College's Internationalization Strategic Planning Advisory Committee (ISP AC). The stakeholder analysis aimed to answer the following research sub-questions:

- Who are the key stakeholders and what are their expectations/needs?
- What is the current and desired future state of internationalization at Selkirk College?

The stakeholder analysis had two aims: 1) to identify internal and external stakeholders 2) to explore what their expectations/needs are for Selkirk College's internationalization process. A stakeholder analysis can help with strategic issue identification and the development of strategies (Bryson, 2011, p.48), which supports the primary purpose of this research project.

The ISP AC was made up of representatives from different parts of the educational and wider community: The Manager of International Education and Development, 3 community members, 3 representatives from college programs, 2 students (one internal and one study abroad), one school district representative, and 2 representatives from college services. This committee was supported by the Vice President, Academic (Education and Students).

The ISP AC was of interest because of the diverse makeup of the group. The ISP AC's input was intended to enable a comprehensive identification of stakeholders and their unique interests. Members on the ISP AC represented internal and external stakeholders which included faculty, administrators, students, and wider

community members. The sampling frame of the ISP AC was a cross-section of some of the stakeholders that are involved or impacted by internationalization at Selkirk College. During the pre-planning stage, the ISP AC met approximately every 6 weeks. One of the ISP AC meetings was dedicated to the stakeholder analysis, which was conducted and led by the researcher.

The entire ISP AC was invited by the third party recruiter (the client) to participate in the focus group research activity. Of the 15 committee members recruited, 8 attended and participated in the focus group activity, the stakeholder analysis. Participants involved in the process were predominantly internal stakeholders (staff and faculty) and one international student. There was one external stakeholder (wider community member) in attendance. There were two notable gaps in the sample from this activity: students and external stakeholders were not well-represented in numbers. Although the sample was small and contained some gaps, the focus group activity resulted in a wide-range of responses that covered several stakeholders.

In this focus group activity, the Basic Analysis Technique (Bryson, 2011, p.133) was adapted and used as a guide to identify stakeholders, assess stakeholders' needs/expectations, and determine how well Selkirk College currently meets stakeholders' expectations/needs (See Appendix B, C & D).

### **3.4.3 SWOC analyses (Online questionnaires)**

The SWOC analysis, which is more frequently referred to as a SWOT analysis, is a widely used strategic planning tool (Bryson, 2011, p. 153). The SWOC analysis is used to identify and consider the internal factors (strength and weaknesses) and external factors (opportunities and challenges) that confront an organization (Bryson, 2011, p.51-52). The difference between the SWOC and SWOT is that the SWOC identifies challenges, whereas the SWOT identifies threats (Bryson, 2011, p.153). Bryson points out that the customary term *threats* can be perceived by strategic planning participants as factors that are very harmful, and which may prompt inflexible or hazardous decision-making (Bryson, 2011, p.153). Bryson notes that alternatively, the term *challenges* can prompt individuals to contemplate a variety of options for the future (Bryson, 2011, p.153). Aligned with the pre-planning aims of this project, the SWOC analysis was selected for its constructive and less intimidating connotations.

SWOC (strengths, weaknesses, opportunities and challenges) analyses were conducted through online questionnaires (Appendices E & F) with two separate participant groups, Selkirk staff and students. The SWOC analyses were designed to answer the following research sub-questions:

- What rationales do stakeholders have for internationalization at Selkirk College?
- What are the strengths, weaknesses, opportunities and challenges of internationalization at Selkirk College?
- What is the current and desired future state of internationalization at Selkirk College?
- What broad external factors might impact Selkirk College's internationalization efforts?

The SWOC analyses were aimed at gaining the perspectives of those directly involved in the internationalization activities at Selkirk College. The SWOC analyses participants were internal stakeholders and were selected for their wide-ranging experiences at Selkirk College. Two separate SWOC analyses were conducted with two participant groups: one with staff and one with students. The SWOC analyses were conducted through SurveyMonkey as online, open-ended questionnaires.

The first SWOC analysis was with staff participants. Staff from Selkirk College were invited through email, by the third party recruiter, to participate in the SWOC analysis questionnaire. The staff were selected from a sampling frame that was put together by the researcher and the client/third party recruiter. Participants were selected for their varying degrees of knowledge and experience with the delivery on international education programs and strategies. The researcher sought a wide spectrum of staff that have varying degrees of experience and knowledge with internationalization.

The sampling frame from the staff survey was 44 staff from various program and service areas. Of the 44 potential participants, 36 were staff that had been involved in previous internationalization meetings that were held prior to the commencement of this research project. This sampling frame was selected for its heterogeneity; it represented a broad cross-section of Selkirk College's staff. The remaining 8 potential participants invited to participate were deans and directors (who are also staff); they were selected for their administrative perspectives and input. A total of 16 staff participated in the SWOC questionnaire. Although the sample was not statistically representative of the entire staff, the sample did represent a wide-cross section of the staff at Selkirk College.

The second SWOC analysis was with Selkirk College students as participants. Selkirk College students were invited to participate in an in-person, online questionnaire. Students were recruited through in-class visits by the researcher, posters, and Facebook advertisements. The students' perspectives were of interest for this study since they have direct experience with how international programs and services are being received. Both international and

domestic students' perspectives were sought, since internationalization impacts and involve both domestic and international students.

Recruitment efforts were directed at both domestic and international student bodies; any student with at least one semester of experience was invited to participate. Because of the recruitment methods, which were intended to be inclusive and far-reaching, the researcher did not know how many students were aware of the opportunity to participate. Therefore, the number of potential participants in the sampling frame for the student participant group is unknown.

Two questionnaire sessions for students were held in-person on two campuses: the Tenth Street campus in Nelson and the Castlegar campus. Questionnaires were administered in-person, online through SurveyMonkey in a group setting. Students completed the questionnaires independently. A total of 49 students participated in the online SWOC questionnaire: 27 participated at the Tenth Street campus and 22 participated at the Castlegar campus.

Both of the SWOC questionnaires (See Appendix E and F) focussed on questions pertaining to profile of participants, rationales, areas of strength, weaknesses, opportunities and challenges. Questions also reflected the aims of the needs assessment by explicitly addressing the current future state of internationalization at Selkirk College.

#### **3.4.4 PESTO analysis (Grey literature and document review)**

The final method of this study was the PESTO analysis, which aimed to address the following research sub-question:

- What broad external factors might impact Selkirk College's internationalization efforts?

Another type of environmental analysis, the PESTO analysis considers how macro-environmental factors, such as political, economic, social, technological, other may affect the organization (Government of Alberta, 2009, p.10; World Association of Girl Guides and Girl Scouts, 2009, p.12). The inclusion of "other" allowed the researcher some degree of flexibility to address issues that did not fall precisely into the categories of the more common PEST or PESTL (political, economic, social, technological, legal) tools. For this grey literature and document review, the researcher drew on secondary data from existing databases, internal documents from Selkirk College, census reports, websites, and published studies/surveys.

PESTO trends were assessed and summarized by the researcher, in relation to the context of internationalization at Selkirk College. The factors (sub-themes) under examination in the PESTO analysis were informed by the results from the key findings of the previous analyses. The sub-themes were identified as external factors which were mentioned across analyses; further examination of the sub-themes provided insight into Selkirk College's external environment.

### **3.5 Data Analysis**

Data analysis was framed around exploring current (what is) and future (what should be) approaches to internationalization at Selkirk College. The individual data sets generated from the interviews, stakeholder analysis and SWOC questionnaires were individually analysed using thematic analysis. In addition, a PESTO analysis was conducted to further investigate some common trends that arose from the aforementioned analyses. The results from each data set were synthesized to culminate in the identification of strategic issues.

Through thematic analysis, each set of data was initially managed, analysed and reported separately. Thematic analysis was conducted using Ritchie and Spenser's "Framework" approach, which is specifically designed for applied qualitative research (Ritchie & Spencer, 1994, p.173). The "Framework" approach is recognized for being grounded in the contributions of research participants, for being a systematic and comprehensive method, for allowing documentation of the analysis process, and for its ability to facilitate comparison between and within cases (1994, p.176). The framework approach consists of five separate stages, which are approached systematically; these five stages include familiarization, identifying a thematic framework, indexing, charting, mapping and interpretation (Ritchie & Spencer, 1994, p.173). The framework approach was selected for this study because it was expected to capture the experiences of the various stakeholders methodically and thoroughly, to allow for synthesis across data sets, and to ensure that all responses and data sets contributed to the final suggestions in this report.

Interview data was analyzed based on looking at the current and future state of international efforts at Selkirk College. Analysis firstly captured the broad themes concerning rationales, strategies, resources, management of growth in student enrolments, and community engagement. Secondly, common sub-themes were identified under

the broad themes to determine the similarities and differences between the internationalization practices of Selkirk College and the two comparable institutions.

The data analysis technique adopted for the stakeholder analysis was grounded in strategic planning practice and framework analysis. For the focus group activity (the stakeholder analysis), data analysis was initially approached using the Basic Analysis Technique method outlined by Bryson's Strategy Change Cycle (Bryson, 2011, p.133-137). First, a summary of participants' responses was reported in order to account for the detail and comprehensive nature of responses that this method generated; next, any patterns or themes that developed were noted through the framework approach of thematic analysis.

Analysis of the online questionnaire data sets were also framed around the current and future state. The SWOC analysis questions were developed in order to elicit responses around the broad categories of strengths, weaknesses, opportunities and challenges. First, the responses from both data sets were summarized and reported comprehensively. Then, the thematic framework was applied, looking at the current and future state, and rationales. While the questions were aimed at current and future state analysis, there were some overlaps between current/future and external/internal within the broader categories of strengths, weaknesses, opportunities, and challenges. Bryson (2011) points out that "SWOC/Ts may arise either inside or outside the organization, in the present or in the future" (p.173). It was expected that the framework analysis would allow for interpretation of current and future themes across the four categories (strengths, weaknesses, opportunities, and challenges).

For the PESTO analysis, the researcher identified the external factors that have the most influence on Selkirk College's internationalization efforts. According to Peng and Nunes (2007), a PEST analysis helps to illuminate the position in which the organization is positioned by narrowing and describing its context (p.230-231). The PEST analysis does not take on a formulaic or systemized approach to data analysis; because there is an insurmountable number of possible factors that may be identified, the aim is to identify those factors which may have the most influence on the subject being studied (Peng & Nunes, 2007, p.230-231). Thus, in the context of this project, the researcher identified and prioritized which factors were most impactful, while taking into consideration Selkirk College's desired future state or rationale. Witkin and Altschuld (1995) suggest, "Given time and resource limitations, our recommendation for the external scan is to set priorities on the kinds of information to collect – that is, decide what kinds are most feasible and pertinent to the specific situation" (p.215). The PESTO analysis was thus informed by the results from the other methods in this study, and from Selkirk College's organizational purpose. Emergent themes were identified based on areas that required further exploration; these themes were macro-environmental factors that surfaced in the SWOCs, current/future state analysis, and stakeholder analysis.

### **3.6 Limitations and Delimitations**

The primary limitations of this study are the recruitment and sampling methods. Recruitment methods for Selkirk College participants were selected due to ethical considerations concerning the organization's responsibility to uphold the privacy of potential participants. For the staff and student questionnaires, the researcher did not have access to student and staff contact information or records. Therefore, a third party recruiter aided in the process of recruiting and identifying potential participants for the staff questionnaire sampling frame. The sampling frame for the stakeholder analysis was pre-determined by the client and the ISP AC Terms of Reference (Selkirk College, 2015a). The researcher did not have access to private emails of the potential participants (the ISP AC members), so the researcher relied on a third party recruiter to invite participants.

To address these limitations, the researcher discussed with the client the criteria for participation and sampling frames that were required for the study, with the primary aim being to recruit heterogeneous samples. Through the discussions with the third party recruiter, the researcher was able to find appropriate ways to develop staff and student sampling frames and recruit potential participants.

Another limitation of this study is that its findings cannot be generalized to a larger population. The samples are not statistically significant representations of the larger populations. Findings cannot be accepted as representing the views of the entire student body, the entire staff at Selkirk College, or the wider community. The aim for a heterogeneous sample in each participant group was meant to address this limitation.

Reporting the findings from the current and future state analysis is a further limitation. Not all strategies and resources of the institutions could be specified in the summaries from the current/future state analysis interviews (See Appendix H). This limitation is the cause of needing to protect the anonymity and confidentiality of participants' and their respective institution.

One of the delimitations of this project is that it does not identify the goals and strategies for Selkirk College's ISP. In other words, this project did not focus on the strategy development phase of strategic planning; it did not solve issues or provide a plan the future of Selkirk's internationalization efforts. Rather, it aimed to provide

background information and identify the strategic issues in order to inform goal and strategy development. This decision was made based on the client's needs, which were established prior to commencing the project.

A second delimitation is that this project did not thoroughly explore the wider communities' perspectives and experiences. The researcher and the client agreed that the communities' input was important but that the time and resource constraints of this project did not allow for thorough data collection and analysis on this subject. To address this, the literature review touched upon the role of the community college and its responsibilities to the various communities it serves. The stakeholder analysis was also intended to gain input from community members on the committee.

A final delimitation is that the project did not thoroughly assess provincial and federal governments' international education strategies and funding policies, which ultimately have a major impact on publicly funded institutions like Selkirk College. This paper was not meant to be an extensive policy analysis of the governments' international education strategies; however, the paper touches on and considers related policies.

## 4.0 Findings: Current and Future State Analysis

The following section summarizes the key findings identified from the interviews. Key findings are outlined in six sub-sections: 1) Rationales on Why Internationalization is Important 2) Challenges 3) Current Strategies 4) Future Strategies 5) Current Resources 6) Future Resources. In addition, a summary, based on interview responses, of the three institutions' current and future strategies and resources is reported in Appendix H.

### 4.1 Rationales on Why Internationalization is Important

The first two questions of the interviews explored participants' conceptualizations of internationalization and the rationales for internationalization at their respective institutions. The following table (Table 2) provides a summary of the key findings.

Table 2  
*Rationales- Key Findings from Current/Future State Analysis Interviews*

Key theme:	Rationales
Key findings / sub-themes	<ul style="list-style-type: none"> <li>• Increasing cultural diversity and introducing diverse perspectives</li> <li>• Financial benefits / revenue generation</li> <li>• Intercultural education</li> <li>• Involving local stakeholders</li> </ul>

#### 4.1.1 Increasing cultural diversity and introducing diverse perspectives

The interview participants expressed that inbound international student mobility is an important aspect of internationalization, because international students bring diverse perspectives which may be introduced to the institution and the wider community. The Selkirk College participants noted that Selkirk College and the wider communities could benefit from increasing cultural diversity. For example, one interviewee noted:

“Just bringing in International students – [The international department] is convinced that it’s great to have International students in the class and to have an International presence in the Kootenays, in a small town that’s not very International in its makeup. So by bringing International students we’ve just exposed the local community, faculty, staff, and students to the International students, which is not really a strategy but it’s just, we believe it’s important to have that...” (Interviewee 1).

Another interview participant stated, “We live in a very narrow focussed community, not meaning narrow minded, but not a very diverse community. Internationalizing helps to bring diversity to the community in terms of ideas and people. It’s synonymous too with the concept of globalization, trying to educate by living in a community that’s more diverse. So internationalization is about bringing ideas and community and people together that have a more global view of everything. So I think one of the purposes is to bring those views to the community, to the college, and to education” (Interviewee 2).

Interviewee 3 echoed the sentiment that one the purposes of internationalization is increasing the diversity of the wider community by connecting international students with opportunities to participate in and contribute to the community. Interviewees 3 and 4 also stressed that the presence of international students allows for an intercultural learning environment.

#### 4.1.2 Financial benefits/Revenue generation

Along with increasing diversity, participants discussed the financial benefits of having international students at their institutions. While they expressed that international student enrolments bolster the institution’s revenue generation, the participants emphasized that international student mobility alone does not result in internationalization. For example, one participant noted, “It’s not so much let’s recruit more international students, but now that that’s a reality how do we help the domestic students and the staff and faculty to engage with them and embrace it and give them skills and strategies in dealing with more international in the classroom” (Interviewee 1).

Similarly, Interviewee 3 stated, “I think for people that aren’t directly involved in it they have this image, in a nutshell, means bringing students to our college, into the classroom. While that’s true, it’s much, much broader than that” (Interviewee 3).

All of the interview participants explained that increased international student enrolment and associated financial benefits is the impetus, but not the sole purpose, driving internationalization. In other words, the financial benefits and increased number of international students allow for increased social/cultural and educational opportunities.

#### **4.1.3 Intercultural education**

Interview participants’ responses consistently revealed that the internationalization process should intentionally promote intercultural education in and outside of the classroom, with the outcomes of developing intercultural understanding and global competencies.

Interviewees 1 and 4 both stressed that increased diversity in the classroom requires adaptations to teaching and learning, which supports intercultural understanding and exchange between domestic and international students and staff. Interviewee 1 from Selkirk College stressed the importance of providing education and training for domestic staff and students so that they can adapt, support and benefit from the internationalized environment. Interviewee 1 stated that intercultural learning opportunities between domestic and international students must be intentionally developed in order to “bridge that gulf between the two”. Interviewee 4 also noted that the aim is to address how the teaching and learning process has been impacted by an increased international student body, and that the institution is responding by developing teaching and learning processes and curriculum that supports intercultural learning. For example, Interviewee 4 stated, “There’s a willingness to be more intentional about looking at curriculum, the impacts to faculty, the impacts to all students in the classroom with increased diversity, and to try to move from multicultural to intercultural learning environments, which is not an easy task” (Interviewee 4).

Interviewees 2 and 3 also discussed that the purpose of internationalization is to foster intercultural education. Similarly, Interviewee 2 stressed that “... the purpose is also to have people who are global citizens, who are more in tune with the bigger concept of what’s going on. So by at the college educating them in a more open global concept and thereby spanning out into community and into their world and their work, a little bit of both” (Interviewee 2). Interviewee 3 mentioned that one of the purposes is to “improve students’ global competency” and to foster opportunities in and out of the classroom for exploring different perspectives.

#### **4.1.4 Involving local stakeholders**

The interview participants’ responses consistently indicated that in addition to providing opportunities for international stakeholders, one of the purposes of internationalization should be to provide opportunities for local stakeholders. All of the interview participants discussed the importance of ensuring that local stakeholders are involved in the process. Specifically, interviewees pointed to the purpose of developing opportunities at home and overseas that will support local stakeholders’, such as staff, students and the wider communities’ involvement in internationalization.

All of the interview participants stressed that a great deal could be gained for both local and international stakeholders from the global and intercultural learning that takes place through curricular and non-curricular activity at home, on campus and in the community. Providing learning opportunities for stakeholders at home, through internationalizing the teaching and learning process, is one way to support and benefit local stakeholders. For example, Interviewee 4 explicitly stressed the importance of internationalization at home: “Rather than just looking at what we are doing abroad but how it can impact everyone on campus so it’s inclusive of all students not just international students” (Participant 4).

Along with providing international learning opportunities at the home institution, Interviewees 1, 2 and 3 expressed that providing outbound overseas opportunities allows local students, staff, and the wider community members to be a part of internationalization. In addition to inbound mobility, participants mentioned that outbound mobility is one of the purposes of internationalization. For instance, Interviewee 1 from Selkirk College stated, “With the domestic part, one of our purposes is also to help be strategic about giving Canadian students the opportunity to have an overseas experience, or if that’s not possible to benefit from the presence of international here” (Interviewee 1).

As mentioned earlier, Interviewees 1, 2 and 3 also pointed to the ways that internationalization can benefit the wider community, namely through exposing people to international students and their diverse perspectives. Interviewee 3 added that international students contribute to their communities through volunteer work and home-

stay participation. In short, the participants stressed the importance of including local stakeholders in the internationalization process.

## 4.2 Challenges

The interview participants were asked what the greatest challenge is that their institution faces with its internationalization process. Exploring the challenges that institutions are facing provides context about the current state of internationalization and reveals what should be avoided or addressed in the future. The following table provides a summary of the key findings on challenges:

Table 3  
*Challenges- Key Findings from Current/Future State Analysis Interviews*

Key theme:	Challenges
Key Findings / sub-themes:	<ul style="list-style-type: none"> <li>• Lacking widespread stakeholder buy-in and engagement</li> <li>• Adapting to the internationalized education environment</li> <li>• Managing recruitment and growth of international student enrolments</li> </ul>

### 4.2.1 Lack of widespread stakeholder buy-in and engagement

All of the interview participants, except for one, expressed that lacking buy-in and engagement from various stakeholders was a considerable challenge for their internationalization process. They also discussed some of the contributing factors that may limit widespread buy-in.

Interviewees 1, 2 and 4 shared the view that it will be necessary to have staff and faculty buy-in and engagement across the institution. Although Interviewee 3 did not explicitly identify this as a challenge, they did discuss how their institution has developed strategies to address the importance of involving staff from across the institution and members of the wider community.

Interviewees 1, 2, and 4 also discussed the challenge of those who lack interest, may be vocal, or may have a negative view of the internationalization. Interviewee 1 spoke hypothetically about the possibility of not having widespread support from the institution’s stakeholders: “There may be some negative voices that dominate in the discussion so if there’s instructors that are just against having large numbers of international for their own personal reason, that often the negative makes everybody panic and then kind of, it doesn’t derail the process but the focus draw goes away from how do we answer the negative comments versus how do we help demonstrate how great it is to have all these international students, so that could be a danger. If there are a few people that are very vocal whether on [the planning] committee or just at the college that have international, if they’re negative, that could be a big challenge to the process of internationalization” (Interviewee 1).

Interviewee 2 from Selkirk College expressed optimism about buy-in, however noted that there is always the possibility of resistance from some individuals. For instance, Interviewee 2 stated, “You are always going to have your dissenters and those who don’t want it and they want to protect the image of the community college as it is now and being there for the local students and they don’t see international as being local. We are always going to have that but I think in general they see the good out of it and as long as we provide enough feedback and support. That goes for the community and for the college” (Interviewee 2).

Interviewee 4 also mentioned that buy-in can be a challenge, and stated, “... We can’t do internationalization without buy-in from faculty otherwise it’s just marketing and services. So when we are talking about this more comprehensive internationalization we have to have faculty engagement and when the optics coming from the governments is making it not look like it’s an academic rationale, I think that’s a challenge for everyone” (Interviewee 4).

Selkirk College participants both noted that lacking advocates from outside the international department is a challenge. Interviewee 1 stated, “If we don’t have strong voices outside our department, people in the business faculty, the university arts and sciences, the administrative staff, VP’s, registrar, if we don’t have strong voices from there it again will seem like the small international department is trying to convince everyone to accommodate their students”. Interviewee 2 stated, “We have to have buy-in from all the departments. If we don’t it becomes a really big problem. In general we do have buy-in from most people. Not all, but that’s ok”. Another concern mentioned by Interviewee 1 is that competing strategic priorities may take precedence over internationalization. Throughout the interviews, participants cited reasons for the possible resistance that could exist amongst stakeholders and emphasized the ways that it could be overcome.

**4.2.2 Adapting to the internationalized education environment**

Amongst the reasons for why there may be a lack of buy-in, the Selkirk College participants emphasized that some members of the educational community are struggling with adapting to the rapidly changing internationalized education environment. Both Selkirk College participants discussed the academic ramifications of having a greater number of international students on campus and in the classroom.

Interviewee 1 expressed that some members of the educational community have indicated that there are challenges with adapting to diversity in the classroom and the noticeable increase of international students on campus. More specifically, Interviewee 1 expressed that some instructors have voiced concerns about the challenges of teaching students who have diverse education backgrounds, or those who are not fluent in English. For instance, Interviewee 1 stated, “So several instructors have said to me: ‘It’s just plain harder. I have to repeat myself. Their essays are harder to grade. It’s more work. And so it might just be reacting to it – it’s harder, it’s more work, it is more comfortable to teach a class of 30 Canadians than 15 Canadians and 15 international” (Interviewee 1).

Similarly, Interviewee 2 discussed some of the current questions that are being asked concerning international student enrolment growth and its impacts. Interviewee 2 stated, “But underneath there’s a lot of small questions being asked about big things. How many students should we have? What’s our maximum? How do we ensure that everyone gets a good education, that Canadian students don’t lose out because they’ve got too many international students in the class?” (Interviewee 2).

**4.2.3 Managing recruitment and growth of international student enrolments**

Selkirk College interviewees both discussed that the sudden growth in international student enrolments, and the associated strains and opportunities, is forcing the institution to consider how it manages recruitment and growth of international student enrolments. As indicated in Selkirk College’s Internationalization Strategic Plan Terms of Reference (Selkirk College, 2015a), there is a desire to determine what is the appropriate number of international students for Selkirk College.

The other institutions did not mention the growth of international student enrolments at their institution as a cause for close consideration. However, all of the participants noted that having a concentration of one culture or nationality on campus, or in certain programs, is something to be avoided. Accordingly, all participants discussed the need to address the level of diversity of the international student body through recruitment strategies that focus on diversification.

**4.3 Current Strategies**

A central aim of the interviews was to explore the current state of internationalization at the three institutions. Interviewees were asked what current strategies their respective institutions have to support the internationalization process. The following findings focus on the major key findings that arose from the interviews and the similarities and differences across cases. For a list of the strategies mentioned in the interviews, please consult Appendix H at the end of the report. Predominant findings on current strategies at Selkirk College are summarized in the following table:

Table 4  
*Current Strategies- Key Findings from Current/Future State Analysis Interviews*

Key theme:	Current strategies
Key Findings / sub-themes:	<ul style="list-style-type: none"> <li>• Support for staff and faculty</li> <li>• Successful recruitment and growth of international student enrolments</li> <li>• Minimal outbound international mobility opportunities</li> <li>• Lacking a strategy for wider community engagement</li> </ul>

**4.3.1 Support for staff and faculty**

Selkirk College participants emphasized the effectiveness of strategies that help to support staff and faculty. The Selkirk College participants highlighted that internationalization and interculturalization professional development for staff and faculty is a strategy that is working well. Furthermore, both Selkirk College interviewees expressed that gaining feedback from staff and faculty is a strategy that helps to determine the impacts that rapid

growth of international student enrolments is having on the institution; gaining feedback also reveals how staff and faculty are adapting to the internationalized campus. Similarly, Interviewee 2 mentioned the effectiveness of bringing experts to Selkirk College to deliver professional development, and the instrumental role of Selkirk College's Teaching and Learning Institute in developing a community of practice.

Participant 4, from the third institution, also noted that professional development and instructional support is a strategy that is working well. The institution has an intercultural training program, robust professional development for faculty, and in-class instructional support that focuses on bringing intercultural and global dimensions to the teaching and learning process. For example, Interviewee 4 stated: "The other thing that definitely is good here is we have managed to get faculty buy-in and to train faculty. Our interculturalizing curriculum is a pretty intensive week long program, but really it's a year- long process...As a result people are changing the way they facilitate multicultural group work. There's just more awareness from the faculty members about how to manage diversity in the classroom, how to work with international students and how to reap benefits of that for all students in the classroom" (Interviewee 4).

#### ***4.3.2 Successful recruitment and growth of international student enrolments***

Interviewees were asked what current strategies are working to manage growth of international student enrolments. All participants shared the view that recruitment and international student mobility is important for both economic and educational purposes. However, each institution reported different approaches to how the growth of international enrolments is being managed.

Selkirk College interviewees shared the view that growth has happened so rapidly that it has put pressures on resources at the institution. Selkirk College interviewees noted that currently Selkirk College is trying to determine what the appropriate number of international students is and how growth should be managed in the future. Interviewee 2 mentioned that to manage growth Selkirk College is seeking feedback from the college community on the impacts of growth, and departments are strategizing to ensure student success.

Interviewee 3 from the second institution stressed that recruitment is a successful strategy being employed. Currently, their institution is not trying to limit growth as they have an institutional mandate to grow both domestic and international student numbers. Interviewee 3 noted that the only factor that could limit growth is physical capacity at the institution.

Interviewees 3 and 4 noted that diversification is a current and important recruitment strategy at their institutions. Interviewee 3 mentioned that targeting diverse markets and leveraging existing partnerships through international project work, for recruitment purposes, was helping to diversify the international student population. Interviewee 4 also expressed that their institution has been successful with diversifying its student population. Providing reasons for why diversification is important, Interviewee 4 stated, "I think that's important. So, diversification not only in the field of study, but also diversification in terms of students so we don't have a concentration of one culture and one discipline" (Interviewee 4).

#### ***4.3.3 Minimal outbound international mobility opportunities***

All interviewees mentioned that providing outbound international education opportunities for students is part of their institution's internationalization process. Selkirk College's interview participants noted that Selkirk College provides some international opportunities for students to study abroad; however, they stressed that Selkirk College could provide more opportunities for students in the future by developing financial supports.

Similar to Selkirk College, the external interview participants mentioned having study abroad opportunities for students. In addition, they stated that their institution's have outbound international mobility opportunities for staff and other stakeholders. Interviewee 3 discussed some of the strategies that support outgoing mobility: "...having other staff and faculty outside of international department and also community members take part in international activities, including travel abroad for project work or for international recruitment activities... including levels of support staff, faculty members, senior management, including deans, vice presidents, and presidents of the institution. We have created specific scholarships targeted at domestic students to provide financial means as a way to encourage travel abroad so that our Canadian students will have international experience" (Interviewee 3).

Interviewee 4 discussed a number of strategies that promote outbound mobility and noted, "It's fairly balanced in terms of what we are doing out there and what we are doing here" (Interviewee 4). Current strategies mentioned by Interviewee 4 include: study abroad programs, contract training programs, and faculty-led field schools. Interviewee 4 also noted that a past successful strategy, which is currently less of a priority for the institution, was international development work. However, it was noted that currently, "I think there's a number of

individual faculty that are still involved in development research and activities in other countries” (Interviewee 4). Further, Interviewee 4 noted that their institution has started a staff exchange program.

#### 4.3.4 Lacking a strategy for wider community engagement

Interviewees were asked how their institutions engage the wider community, or external stakeholders, in the internationalization process. Selkirk College interviewees indicated areas where the institution is involving the local community in its internationalization activities. However, both Selkirk College participants noted that community engagement in the internationalization process is not currently an intentional strategy. For instance, Interviewee 1 expressed, “So again the focus on internationalization is very new and in terms of being strategic and intentional in saying as a part of this we are going to do this, it’s in the infant stage...There’s lots of back and forth with the community but it’s not related to internationalization” (Interviewee 1). Similarly, Interviewee 2 stated: “I think it’s probably something that [the International Department] [doesn’t] do directly as a department very well. I think that our current internationalization meetings and stuff. I think that’s probably a really good thing. I think otherwise its word of mouth, smaller few press releases here and there... I think it’s very small meeting, low key, personal, I don’t think there’s a big plan. And I think that’s what we are hoping to get out of this is a plan to better inform the communities and to better share their knowledge and our knowledge” (Interviewee 2).

Although the internal interviewees expressed that community engagement is not an intentional strategy, they listed a few current activities that help to involve the community. Interviewee 1 noted that the homestay program, and hosting events for homestay families, is currently the primary method of involving the community. Interviewee 2 expressed that they personally contact members of community groups and organizations and share Selkirk College’s international efforts.

Participants from the external institutions listed several strategies wherein the institution involves the wider community. Interviewee 3 emphasized the importance of certain strategies, such as involving community members in international project work and inviting the wider community and media to international events on campus. Furthermore, Interviewee 3 mentioned that involving wider community members and non-international department staff in international projects enables buy-in and consensus. Interviewee 3 noted that the institution works to provide various opportunities for international students to become involved in the wider community, such as volunteer opportunities and participating in community activities like farmers’ markets and parades. Interviewee 4 emphasized the intercultural events, such as international week and student-led cultural events, as successfully engaging community and cultural groups.

## 4.4 Future Strategies

Interviewees were asked what strategies they thought their institution should pursue in the future. Table 5 outlines the key findings regarding future strategies, in relation to Selkirk College.

Table 5

*Future Strategies- Key Findings from Current/Future State Analysis Interviews*

Key theme:	Future strategies
Key Findings / sub-themes:	<ul style="list-style-type: none"> <li>• Increase outbound international mobility</li> <li>• Develop cross-border education opportunities</li> <li>• Develop strategies for wider community engagement</li> <li>• Refine and diversify the recruitment of international students</li> </ul>

#### 4.4.1 Increase outbound international mobility

Selkirk College interviewees emphasized a desire to develop the study abroad program. Interviewee 1 noted that in order to increase opportunities for students to study overseas, the college will need to promote study abroad and develop more financial supports for students. Interviewee 2 from Selkirk College expressed that study abroad is not widely promoted and suggested that it be something to develop in the future. Expressing the critical importance of study abroad, Interviewee 2 stated: “So I think that if we really truly want to live our strategic plan, as I see it, we probably want to put more resources into that [study abroad] and facilitating opportunities for our

students to go overseas and to have an international experience – field school, a trip, education abroad, whatever it is. I don't think there are any resources really earmarked..." (Interviewee 2).

Outbound international mobility was a strategic area that Selkirk College interviewees indicated should be developed in the future. The external interviewees, on the other hand, did not identify the same urgency for their institutions to send their students and staff overseas. As previously noted, the two external institutions emphasized the success of their current outbound mobility strategies. However, the interviewees from the external institutions did recognize the need to expand other international overseas opportunities and international partnerships.

#### ***4.4.2 Develop cross-border education opportunities***

Interviewees 2, 3, and 4 suggested the possibility of developing cross-border education opportunities. Knight (2006) defines cross-border education as "The movement of people, knowledge, programs, providers and curriculum across national or regional jurisdictional borders. Cross-border education is a subset of "internationalization of higher education" and can be an element in the development cooperation projects, academic exchange programs and commercial initiatives" (p.18).

In response to what future strategies the institution should adopt, Interviewee 3 discussed the possibility of developing overseas campuses (branch campuses) and partnering with other international institutions to deliver home institution programs. Similarly, Interviewee 2 from Selkirk College mentioned the possibility of providing opportunities for international students to complete their Canadian education overseas, in their home countries. Interviewee 4 discussed the hope for the institution to support and increase development work and international research for faculty and students. Interviewee 4 also expressed that the institution's current transnational and contract training programs have been financially beneficial and have provided funding of other strategies. While the interviewees mentioned a wide range of strategies, they all pointed to a need for more cross-border education strategies.

#### ***4.4.3 Develop strategies for wider community engagement***

Interview participants were asked what their institution could do to engage the wider community in its future internationalization efforts. As mentioned in the current strategies section, Selkirk College participants stated that the institution does not currently have a formal or intentional strategy for promoting and engaging the wider community in its internationalization efforts. Both Selkirk College participants emphasized that this is an important strategy that they would like to see added in the future. For instance, Interviewee 2 from Selkirk College stated, "I think probably doing things that involve more of the community would be the best next stages in internationalization and getting the community celebrating and supporting and vice versa" (Interviewee 2).

Interviewees 1, 2 and 3 emphasized a desire to develop strategies that would engage international students in community events; involve the community in international programs, projects and activities; and increase communication with external stakeholders (such as committees, community organizations and clubs). Overall, all of the participants stressed the need to increase public relations and educate the community around internationalization.

#### ***4.4.4 Refine and diversify recruitment of international students***

Three of the four interviewees highlighted the importance of diversifying the international student population across campus and within programs. As mentioned in the current strategies section, the external interview participants discussed how their institutions are actively working to diversify the markets they recruit from. Interviewee 1 from Selkirk College discussed the hope to manage international student growth in the future by recruiting from a wider range of countries.

Interviewee 2 from Selkirk College did not explicitly mention diversification of nationalities as a strategy; however, they did mention that future recruitment strategies could be refined. Interviewee 2 recommended that Selkirk College could focus on recruiting students with the aim of opening new programs, rather than focusing on recruiting one or two principal populations for programs that are chiefly in high demand for particular nationalities. Interviewee 2 suggested that recruitment strategies should focus on developing different programs that are attractive and beneficial for a variety of local and international students.

Interviewee 3 mentioned that diversification is a strategy that their institution will continue to do, referring to the financial risks of concentrating on recruiting from one market. For example, Interviewee 3 stated, "Another strategy for sure is specifically targeting diverse markets. I guess that for a similar example would be is when people talk about planning for your financial future and having diversity within it; I mean the same is true if you had, if we had, 90% of your students from one market (let's say we had 90% of our students from China), and then something happened with that market, whether it is a stock market crash or a change in currency, and all of a sudden we didn't have students from that market, our student numbers would drop off" (Interviewee 3). Interviewee 4 highlighted

how their respective institution is effectively recruiting from various countries, and emphasized the importance of ensuring that there is not a concentration of one culture in any particular discipline.

## 4.5 Current Resources

The interviews explored what current resources the institutions have to support internationalization. Table 6 highlights the key findings related to Selkirk College from the current resources theme.

Table 6

*Current Resources- Key Findings from Current/Future State Analysis Interviews*

Key theme:	Current resources
Key Findings / sub-themes:	<ul style="list-style-type: none"> <li>• Cost-recovery funding models/Minimal external funding</li> <li>• Support for staff and faculty (Teaching and Learning Institute)</li> </ul>

### 4.5.1 Cost-recovery funding models/Minimal external funding

Throughout the interviews, three of the four participants discussed the current funding models of their respective institutions. The three interviewees discussed the strengths and limitations of the cost-recovery funding models and the minimal external funding at their respective institutions.

The internal interview participants both mentioned that the current funding model means that the international department and some internationalization efforts are almost entirely self-funded. However, the internal interviewees noted that Selkirk College has allocated time and support from the Teaching and Learning Institute for internationalization initiatives. In discussing how the international department’s funding model works, Interviewee 1 stated, “...our department is cost recovery which means that we don’t receive any government funds or any college funds” (Interviewee 1). Interviewee 2 also mentioned that the international department’s funding model is such that it funds its own programs through international student tuition but receives no direct financial support from the Selkirk College. Furthermore, it was noted that the international department has contributed to funding some college-wide support staff. Both Interviewee 1 and 2 pointed out that there is a lack of external funding and a reliance on international student tuition for funding of college-wide programs and internationalization initiatives.

In discussing how certain international programs have been lucrative and have managed to fund internationalization efforts in the past, Interviewee 4 was uncertain whether the institution’s new cost-recovery funding model would be as effective as the previous funding model. Interviewee 4 stated, “We used to have a financial model at [Institution 3] up until this year, where the international student fees went through the international department first, and also these other revenue generating activities like transnational programming, so that allowed for some flexibility to do special projects or to support things like International Week. Now our institutional financial model has changed so it’s hard to say whether that will continue to be beneficial or not. All that revenue goes to base first and International has to apply for funding just like everyone else. So the impact of that I don’t know” (Interviewee 4). The three interview participants discussed how lack of funding is a barrier to sustaining current service levels and developing new international initiatives.

### 4.5.2 Support for staff and faculty

The two internal interview participants and one of the external participants highlighted their institution’s commitment to invest in the internationalization and interculturalization process by allocating resources for staff and faculty support. These participants mentioned that they have a teaching and learning or instructional support staff member who supports the internationalization and interculturalization process. The internal participants noted that, at Selkirk College, there is one staff member who has some of their time dedicated to internationalization. Participant 2 from Selkirk College stated, “And for the staff probably the Teaching and Learning institute has been the biggest support” (Interviewee 2). At the third institution, Interviewee 4 expressed that there is one staff member whose position is dedicated to the interculturalization process and instructional support. Support for staff and faculty was mentioned as a fundamental current resource at three of the four institutions.

## 4.6 Future Resources

Interviewees were asked which resources they thought their institution could invest in to support its future internationalization process. The following table summarizes the key findings on future resources that are pertinent for Selkirk College.

Table 7

*Future Resources- Key Findings from Current/Future State Analysis Interviews*

Key theme:	Future Resources
Key Findings / sub-themes:	<ul style="list-style-type: none"> <li>• Address capacity and student support services shortfalls</li> <li>• Increase resources for outbound international mobility</li> <li>• Provide additional support for staff and faculty</li> </ul>

### 4.6.1 Address capacity and student support services shortfalls

Selkirk College participants mentioned that capacity issues will need to be addressed if student enrolments continue to grow. On the topic of the recent growth of enrolments at Selkirk College, Interviewee 2 stressed that there is a need for more resources and services across the institution, for all students. Interviewee 2 stated, “That is synonymous with not just international, but for all students. I don’t think you can separate that” (Interviewee 2). Interviewee 1 stressed that moving into the future Selkirk College will need to fund more services in order to address the growth of student enrolments. Interviewee 1 also pointed out how international students require extra support, and the international department cannot fund all the required resources on its own. Interviewee 2 noted the need to increase lab, classroom and exam space, to invest in IT and computers, and to increase student services staff. Interviewee 2 expressed that Selkirk College requires invigilators in order to address exam integrity. Interviewee 1 suggested addressing capacity concerns as student numbers grow, expressing that certain campuses are underutilized and it will be necessary to develop programs on other campuses.

The external interview participants did not emphasize the same concerns about capacity and a widespread need for increased resources. However, Interviewee 3 from the second external institution, mentioned that there are plans to increase staff as student numbers grow; they also mentioned that capacity could be a factor that limits future growth of international programs.

### 4.6.2 Increase resources for outbound international mobility

Selkirk College interviewees expressly mentioned the need to develop resources that will support outbound international mobility. For example, Interviewee 1 stated, “We probably will need someone to have part time in their job description devoted to study abroad. So that’s one of our strategies. We really need to increase the number of opportunities and the number of students who are taking those opportunities to go. But we have no one now who is dedicated to going to the classes and the programs promoting study abroad - creating posters and info sessions” (Interviewee 1).

Similarly, the second interview internal participant noted that currently there is not one staff member dedicated to outgoing international experiences and that there is a need for one. On the topic of resources for international outbound mobility, Interviewee 2 stated, “I don’t think there are any resources really earmarked; that’s done off the corner of [anonymous staff member’s] desk. Literally, a postage stamp size” (Interviewee 2).

Selkirk College interviewees also mentioned the need to develop or coordinate financial support for students, such as scholarships, that would encourage outbound international experiences. Both internal participants mentioned that lack of affordability and having no financial support is an obstacle for many students who may wish to pursue overseas opportunities. As mentioned by Interviewee 3, developing scholarships for outbound exchanges is an area that their institution has focussed on and it has contributed to their robust overseas opportunities programs.

### 4.6.3 Provide additional support for staff and faculty

As mentioned in the current resources section, Selkirk College interviewees and Interviewee 4 discussed the instructional support and internationalization professional development resources that have been committed at their respective institutions. While Selkirk College and the third institution have invested in internationalization professional development, Interviewee 3 noted the need for their institution to invest in professional development workshops around internationalization and interculturalization. Interviewees 1, 3, and 4 mentioned that they would

like to see an increased investment in bringing faculty from other institutions to share their expertise through workshops and professional development.

#### **4.7 Current and Future State Analysis Summary**

The key knowledgeable interviews provided a descriptive account of the current and future state of internationalization at three B.C. Interior post-secondary institutions. The current and future state of internationalization at each institution was summarized into an inventory outlining the current and future strategies and resources that were discussed in the interviews (Appendix H). Although the inventory is not an exhaustive list of strategies and resources at each institution, it provides a descriptive account of the range of strategies and resources at each institution.

The key findings indicated that the institutions share several similar expectations for internationalization at their respective institutions. The interview participants concur that the purpose of internationalization is multifold, noting increasing cultural diversity, financial benefits, intercultural and global education, and involving local stakeholders. The interviewees shared the position that the financial benefits may be the impetus of internationalization, but that the social, cultural and academic benefits are key motivations.

Interviewees also shared the view that the greatest challenge to internationalization initiatives is the lack of widespread stakeholder buy-in and engagement. More specifically, Selkirk College interviewees noted the challenges of stakeholders struggling with adapting to the internationalized education environment, and the institution's management of recruitment and growth of international enrolments.

The key findings from the inventory of current and future strategies and resources reveal considerations for the future of internationalization. Overall, participants agreed that providing intentional intercultural learning opportunities for all stakeholders is paramount to the success of internationalization. They agreed that success of internationalization rests on continuing to support staff and faculty through professional development and feedback opportunities. Participants stressed the value of outbound mobility strategies, noting the importance of providing local stakeholders with overseas opportunities. Interviewees stressed the importance of involving and educating the wider community. They also agreed that diversification of the international student population is desirable.

Selkirk participants, in particular, identified the need to manage the growth of international student enrolments. Funding formulas and strained resources make it difficult to sustain and improve current levels of services while pursuing international program expansion.

These key findings, along with those from the subsequent analyses in this report, will inform the identification of strategic issues. The following section presents the results from the stakeholder analysis.

## 5.0 Findings: Stakeholder Identification and Analysis

This section presents the findings from the stakeholder identification and analysis focus group activity, which was based on Bryson’s Basic Analysis Technique (Bryson, 2011, p. 133; See Appendices B, C, D). Findings from the focus group activity are reported in two parts: 1) Stakeholder Identification 2) Stakeholder Analysis.

### 5.1 Stakeholder Identification

The first step of the Basic Analysis Technique is stakeholder identification (Bryson, 2011, p.133). The participants were asked to brainstorm and identify Selkirk College’s internal and external stakeholders. The researcher provided participants with a handout to record the stakeholders that emerged from the brainstorm activity (See Appendix C). Based on participants’ responses from the stakeholder identification brainstorm, a list of stakeholders was generated. It is important to note that the list does not necessarily account for all possible stakeholders; some stakeholders may not have been identified during this research activity. The following table is a list of internal and external stakeholders that were identified during the stakeholder identification portion of this research activity.

Table 8

*List of Selkirk College’s Internationalization Stakeholders*

Internal Stakeholders	External Stakeholders
<ul style="list-style-type: none"> <li>• Business Administration Program</li> <li>• cafeteria</li> <li>• cashier</li> <li>• College admissions</li> <li>• College finance</li> <li>• Co-op Education and Employment Services</li> <li>• Counseling staff</li> <li>• Custodians / maintenance</li> <li>• Financial aid staff</li> <li>• Hospitality Program</li> <li>• Information technology officers</li> <li>• Instructors</li> <li>• International department / staff</li> <li>• Library staff</li> <li>• Peer tutors</li> <li>• Program chairs</li> <li>• resident managers/staff</li> <li>• Student ambassador</li> <li>• Student Access and Support (SAS) Staff</li> <li>• Student union</li> <li>• Students- domestic</li> <li>• Students- international</li> <li>• Study skill centre staff</li> <li>• Invigilation Services (Part of SAS)</li> <li>• Welcome centre staff</li> </ul>	<ul style="list-style-type: none"> <li>• Airlines</li> <li>• Bars and clubs</li> <li>• Business community- customers</li> <li>• Business community- employers / owners</li> <li>• Business community- front line staff</li> <li>• Citizens/local residents</li> <li>• Domestic workforce / local job seekers</li> <li>• Families / homestay</li> <li>• Farmer’s markets Local banks</li> <li>• Federal/provincial governments</li> <li>• Gas stations</li> <li>• Healthcare providers</li> <li>• Hospitality Businesses</li> <li>• Local property owners / landlords</li> <li>• Local Cineplex</li> <li>• Ministry of Advanced Education</li> <li>• Public transit (Bus drivers)</li> <li>• Restaurants</li> <li>• Recreation centres</li> <li>• Second hand car sales</li> <li>• Service Industry managers</li> <li>• Summer employers</li> <li>• Super markets</li> <li>• Utility Services</li> <li>• Visitor centre</li> <li>• Welcoming communities / new immigrant services</li> </ul>

## 5.2 Stakeholder Analysis

The second step of the Basic Analysis Technique involves determining what criteria the stakeholders use to determine how well the organization is doing, and then assessing if the organization is effectively meeting the criteria (Bryson, 2011, p. 137-138). In the Basic Analysis Technique, stakeholders' expectations may be determined based on what the planning team thinks stakeholders want (2011, p.135-136). In this focus group activity, the research participants (ISP AC members) drew on their experiences and perspectives to identify stakeholders' expectations. Although the ISP AC was not able to directly ask all stakeholders what their expectations are, participants were able to make informed assumptions to generate the criteria.

In pairs, participants were instructed to discuss their ideas and fill out a handout (See Appendix D) produced by the researcher. Participants were asked to identify the stakeholder criteria (expectations / needs that stakeholders have of Selkirk College) and rate how well they think Selkirk is doing with meeting the criteria (not yet meeting expectations, meeting expectations, exceeding expectations).

A complete summary of the participants' responses from the stakeholder analysis portion of the research activity is displayed in Appendix I. The list includes the criteria identified by the ISP AC and the assessment of how well Selkirk College is meeting those criteria. In some instances, participants listed general expectations that stakeholders may have; some expectations identified were those that Selkirk College may not have much influence over. In order to maintain and honour participants' feedback, all of the findings from this activity have been retained and reported in Appendix I.

To identify the predominant needs of stakeholders, thematic analysis was conducted on the stakeholder analysis data. First, the researcher identified themes, which were common needs/expectations across the stakeholders. Second, the researcher looked for patterns concerning how well Selkirk is meeting stakeholders' expectations. Exploring areas where Selkirk College is "meeting expectations" or "exceeding expectations" revealed some areas of strength in the current situation. Areas where there is a combination of "meeting expectations" and "not yet meeting expectations" indicated that Selkirk College is making efforts in that area, but that they have not completely fulfilled stakeholder expectations. Where Selkirk College is "not yet meeting expectations" demonstrated some of the current weaknesses, and thus informed considerations for the desired future state of internationalization. The results from the thematic analysis demonstrate the varying degree to which Selkirk College is meeting stakeholders' expectations, as reported by the ISP AC committee participants. Table 9 provides a summary of the key findings, which are the common expectations/needs of stakeholders and how well Selkirk College is currently meeting those needs.

Table 9  
*Stakeholder Analysis- Key Findings*

Stakeholders' expectations	How effectively expectations are being met:
• Support services for international students	➤ Not yet meeting expectations / Meeting expectations
• Intercultural social events	➤ Not yet meeting expectations / Meeting expectations
• Intercultural training and education	➤ Not yet meeting expectations
• Manage international program expansion / Address capacity and resource issues	➤ Not yet meeting expectations
• Engage and educate the wider community	➤ Not yet meeting expectations

### 5.2.1 Support services for international students

The stakeholder analysis data indicated that various support services for international students are available at Selkirk College. Overall, the data showed that in the area of student support, Selkirk College is making progress with providing several services for international students. Services that were reported were: counselling, employment services, study skills, residence weekend support, orientation, and peer tutoring. These were areas that fell between not yet meeting expectations and meeting expectations (NY/ME), indicating that Selkirk College is

making efforts in these areas but that there is room for future improvement. It was also reported that Selkirk College is meeting expectations (ME) in the area of providing students with information and language training for bus riding; however, there is also an expectation (NY) to improve the frequency of bus services.

### **5.2.2 Intercultural social events**

A major finding was the importance of intercultural social events. This was mentioned as an expectation for several stakeholder groups: citizens, local resident, student union, residence managers/staff, business community, Co-op Education and Employment Services, Student Access and Support staff, and instructors. Facilitating intercultural interaction amongst international students and various local stakeholders was identified as a key expectation. Data revealed that this expectation was an area where Selkirk College was both not yet meeting expectations and meeting expectations (NY/ME).

### **5.2.3 Intercultural training and education**

The data consistently showed that Selkirk College is not yet meeting expectations (NY) in the area of intercultural training and education. Intercultural training and education was explicitly reported as an expectation for various stakeholders: Co-op Education and Employment Services, Student Access and Support staff, the business community/employers, resident managers, local property owners and homestay families, citizens/local residents, instructors, and students. The data revealed that there is an apparent need for more intentional education and training to foster intercultural understanding.

### **5.2.4 Manage international program expansion/Address capacity and resource issues**

Another recurrent expectation across stakeholders is the need to manage international program expansion. Overall, it was noted that more resources would need to be added in order to keep up with the growth of student enrolments. Data showed that there are resource needs in several areas. For instance, there is a need to address significant IT, human resource, and student housing shortfalls. Classroom space was also listed as an area of need. It was also noted that there is a desire for more student services, including: employment services and training, more peer tutors and study space, academic and counselling services. Adequate resources required for international program expansion were criteria which were commonly cited as not yet meeting expectations (NY).

### **5.2.5 Engage and educate the wider community**

The external stakeholders that were discussed in the stakeholder analysis were the business community, citizens/local residents, public transit, local property owners, landlords, and home-stay families. The criteria for these groups all indicated that these stakeholders expect Selkirk College to collaborate and take an active role engaging and educating them in the internationalization process. By and large, the data demonstrated that Selkirk College is not yet meeting expectations (NY) of citizens / local residents, noting a lack of opportunity to learn about or experience internationalization. Furthermore, criteria and ratings also indicated that Selkirk College will need to strengthen coordination with housing, business, and transportation stakeholders to improve services for students.

## **5.3 Stakeholder Analysis Summary**

Conducting a stakeholder identification and analysis with the ISP AC using the Basic Analysis Technique (Bryson, 2011, 133-137) provided an overview of the stakeholders, their expectations and how well Selkirk College is meeting expectations. In the first exercise, several stakeholders and stakeholder groups were identified. In the second exercise, the ISP AC participants selected specific stakeholders and developed criteria and ratings for stakeholders that the participants were able to provide insight into. While not all of the stakeholders who were identified in the first exercise (stakeholder identification) were analyzed in the second exercise (stakeholder analysis), the data was still useful in demonstrating the areas Selkirk College is making progress in and the areas that Selkirk College could focus on for the future.

The entire data set mainly revealed areas where Selkirk College was not yet meeting expectations, or a combination of meeting/not yet meeting expectations. Key findings demonstrate that support services for international students and intercultural social events were two areas where Selkirk College is currently directing its attention; however, more progress in these two areas is would be welcomed. Data also revealed areas where Selkirk College is not yet meeting expectations: intercultural training, managing international program expansion / addressing resource and capacity issues, and engaging and educating the wider community. Selkirk College will need to concentrate more effort in these areas in order to meet a wide range of stakeholders needs.

The key findings from this stakeholder analysis are useful because they promote future-oriented thinking and help to identify the gaps between the current and future situation of internationalization. This activity and the resulting data contributed to the planning process and strategic issue identification.

## 6.0 Findings – SWOC Analyses

The fourth approach to this project was aimed at exploring the rationales, strengths, weaknesses, opportunities, and challenges (SWOC) of internationalization at Selkirk College. The thematic framework for the two data sets was framed around the SWOC questions. Five major themes were used to sort, label and analyze the data: rationale, strengths, weaknesses (areas for improvement), opportunities, and challenges. Within these main themes, which were pre-determined by the questions, several subthemes were identified that reflect the varied and recurring responses generated from the questionnaire. Analysis of the questionnaire responses focused on identifying the most predominant subthemes and paying considerable attention to outlier responses.

The questions (See Appendix E and F) explicitly referred to “current” and “future” in order to reflect the conceptual framework’s foundation in needs assessment. The researcher made a deliberative choice to rearticulate “weaknesses” by focusing on areas for improvements; the intention was to elicit responses that provide specific reference to Selkirk College’s current programs and activities. Weaknesses could elicit responses about opportunities (what is lacking). By looking at what could be improved upon, the focus is on existing programs and activities, hence anchoring the question in the current situation. Findings from the two SWOC analyses answer the research project’s sub-questions and are intended to inform the identification of strategic issues. The following two sections report the findings for the staff and student SWOC analyses.

### 6.1 Staff Questionnaire SWOC Analysis Findings

Staff and faculty participated in an online questionnaire concerning the rationales, strengths, weaknesses, opportunities and challenges of internationalization at Selkirk College. This section is organized in three parts: 1) Profile of staff sample 2) Rationales 3) Summary of SWOC Findings.

#### 6.1.1 Profile of staff sample

The client and members of the ISP AC requested that the features of the sample be reported. Thus, demographics questions were asked at the beginning of the questionnaire (See Appendix E). The sampling frame was made up of 44 staff from various program and service areas. A total of 16 staff participants participated in the questionnaire (n=16). From the sample, 12.5% of participants responded that they “A) have experience with international programs and activities at Selkirk College”; 6.5% responded they “B) have worked with at least one international student, either in a classroom environment or providing student services”, and 81.5% reported “C) Both A and B”. In order to provide some background about the sample, the staff and faculty participants were also asked what international programs or activities they have experience with. The following figure demonstrates the various areas that staff and faculty reported having experience in.

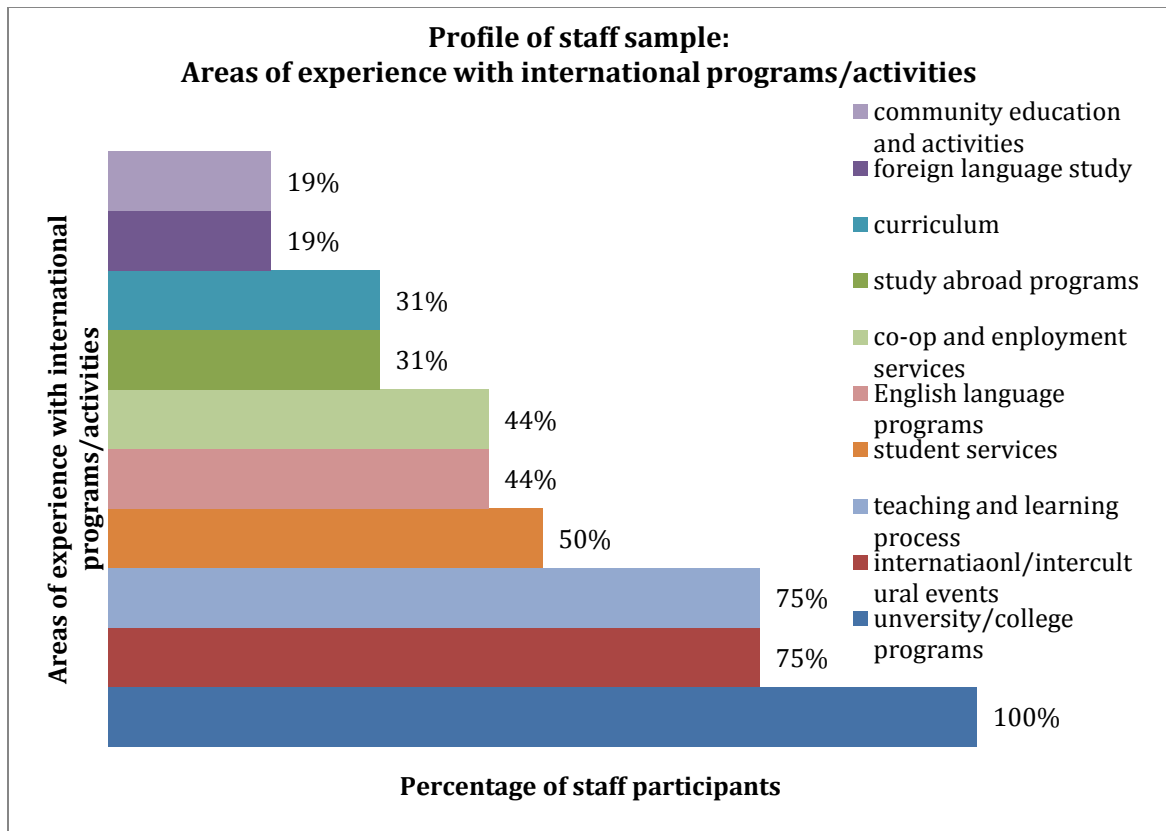


Figure 2: Profile of staff sample: Areas of experience with international programs/activities

The staff sample, although not representative of the entire staff population, was made up of staff members that have broad experiences with international programs and activities at Selkirk College.

### 6.1.2 Rationales

This section reports staff participants' responses concerning the purpose and importance of internationalization. Table 10 provides a summary of the key findings under the rationales theme.

Table 10  
Rationales- Key Findings from Staff SWOC Analysis

Key theme:	Rationales
Key Findings / sub-themes:	<ul style="list-style-type: none"> <li>• Provide education opportunities for international students</li> <li>• Financial benefits/Revenue generation</li> <li>• Intercultural and global education</li> <li>• Two-way knowledge and cultural exchange involving international and local stakeholders</li> <li>• Staff and faculty professional development</li> </ul>

Amongst the responses, the dominant and most recurrent view is that the purpose of international programs and activities at Selkirk College is to provide education opportunities for international students. Another widespread view is that the purpose for international programs and activities are financial; several participants expressed that international student enrolments support revenue generation, the local economy, and the subsidization of college programs.

In response to why or why not international programs and activities are important, all staff concentrated on its importance. Staff focussed on how intercultural and global education opportunities are valuable for both domestic and international students. Emphasis was placed on the importance of the two-way knowledge and cultural exchange between both international and domestic stakeholders. Furthermore, participants widely noted that international activity contributes to staff and faculty professional development. A less common yet interconnected thought amongst staff is that Selkirk College’s endeavours should encourage intercultural awareness within the wider community. The various financial benefits of having international students were also deemed to be an important factor amongst staff, with emphasis placed on the educational opportunities and programs subsidized by international tuition.

### 6.1.3 Summary of Staff SWOC Findings

The second part of the questionnaire asked participants four questions regarding the strengths, areas for improvement, opportunities, and challenges of international programs and activities at Selkirk College (See Appendix E). A SWOC analysis was conducted based on the staff participants’ perspectives. The analysis focuses on areas for improvement, rather than weaknesses, to reflect the language used in the questionnaire. Table 11 provides a summary of the SWOC analysis results, where bold points represent the dominant responses.

Table 11  
Strengths, Weaknesses, Opportunities, Challenges- Key Findings from Staff SWOC Analysis

<b>Strengths</b>	<b>Weaknesses (Areas for improvement)</b>
<ul style="list-style-type: none"> <li>• <b>Successful recruitment and growth in international student enrolments (financial and social/cultural contribution)</b></li> <li>• <b>Support services for international students</b></li> <li>• Student engagement in college extracurricular activities</li> <li>• Small campus / small classes</li> <li>• Successful / strong English Language Program (ELP)</li> <li>• Work and co-op placements</li> <li>• Pro-D for staff on internationalization and interculturalization has been effective</li> <li>• Intercultural awareness activities/events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>More support / training needed to prepare international students for success</b></li> <li>• <b>Minimal domestic-international student interaction</b></li> <li>• <b>More support and Pro-D for staff and faculty</b></li> <li>• <b>Lack of opportunities for engagement with wider community</b></li> <li>• Entrance requirements and recruitment strategy need refining</li> <li>• Lack of diversity of international student population</li> <li>• Lacking transparency of revenue allocation</li> <li>• Expand ELP program</li> </ul>
<b>Opportunities</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• <b>Increase intercultural social activities and education</b></li> <li>• <b>Increase volunteer and work experience programs</b></li> <li>• <b>Increase support / training to prepare international students for success</b></li> <li>• <b>Increase community engagement and education</b></li> <li>• <b>Align management of international student population growth / program expansion with resource needs</b></li> <li>• Increase and promote study abroad opportunities</li> <li>• Develop an international centre/office</li> <li>• Increase support and Pro-D for staff and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lack of community engagement / understanding</b></li> <li>• <b>Shortage of housing / home stays</b></li> <li>• <b>Shortage of work experience / internship opportunities</b></li> <li>• <b>Economies (global and local economies)</b></li> <li>• <b>Immigration laws /government policy</b></li> <li>• Management of international student enrolments growth and capacity concerns</li> <li>• Global and national politics</li> <li>• Competition with urban centres / rural disadvantages</li> <li>• Lack of access to healthcare for international students</li> <li>• Students’ attitudes and motivation for education</li> </ul>

## 6.2 Student Questionnaire SWOC Analysis Findings

Selkirk College students participated in an online, in-person administered questionnaire concerning the strengths, weaknesses, opportunities and challenges of internationalization at Selkirk College (See Appendix F). The following section is organized in three parts: 1) Profile of student sample 2) Rationales 3) Summary of SWOC Findings.

### 6.2.1 Profile of student sample

To identify the make-up of the student sample, the first component of the questionnaire asked demographic questions. Students were asked whether they were domestic or international students, their nationalities, and their program of study. Results from the demographic questions indicate that although the sample was not representative of the entire student population, student participants were from various programs and there was a mix of international and domestic students. A total of 49 students participated in the online SWOC questionnaire (n= 49). Of the 49 students, 32 identified as international students (65%), 16 students identified as domestic (33%) and 1 student did not respond (2%). The following figure illustrates the various programs of study that student participants were from.

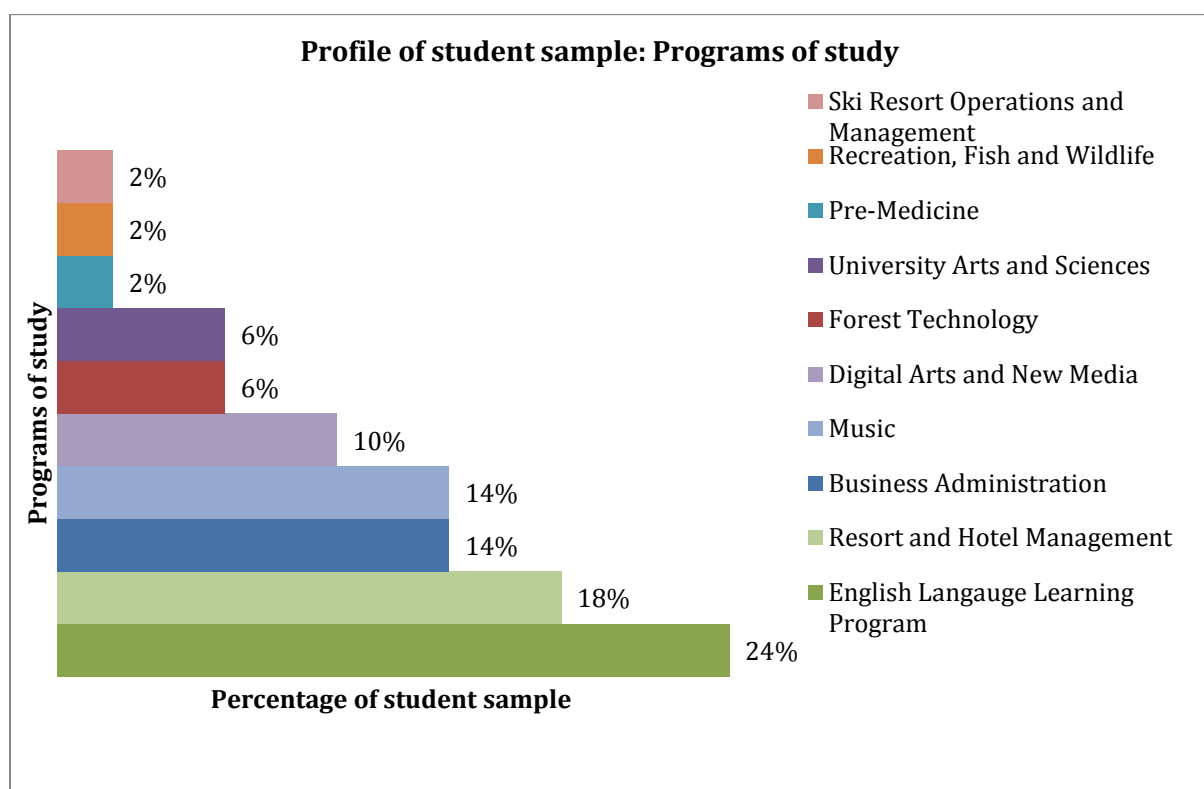


Figure 3: Profile of student sample: Percentage of student sample by program of study

This figure demonstrates the percentage of student participants by the program areas that were represented in this questionnaire. The largest number of students who participated in the questionnaire was from the English Language Learning Program. The second largest proportion was from the Resort and Hotel Management Program. Business Administration and Music were somewhat represented. Forest Technology, University Arts and Sciences, Pre-Medicine, Recreation Fish and Wildlife, and Ski Resort Operations and Management were minimally represented in this study. Although this sample is not statistically representative, the sample is made up of a broad cross-section of students and thus meets the researcher's aim of having a heterogeneous sample.

### 6.2.2 Rationales

Students were asked to share their views on the rationale for international programs and activities at Selkirk College. Table 12 presents the key findings from the rationales theme.

Table 12  
*Rationales- Key Findings from Student SWOC Analysis*

Key theme:	Rationales
Key Findings / sub-themes:	<ul style="list-style-type: none"> <li>• Intercultural exchange and education</li> <li>• Provide opportunities for international students</li> <li>• Inclusive process (should support both domestic and international students.)</li> <li>• Financial benefits</li> </ul>

Amongst student participants, the most widely held response is that the purpose of international programs and activities is intercultural exchange and education. Participants widely noted that the purpose was to provide education, English language learning, immigration pathways, and international/intercultural learning opportunities primarily for international students. In other words, responses emphasized that the aim of international programs is to provide opportunities for international students. A less common consideration amongst participants was providing international and intercultural opportunities for domestic students. Student participants also consistently noted the financial benefits that Selkirk College receives from international students.

In response to why or why not international programs and activities are important for Selkirk College, the commonly held position amongst student participants was that they are indeed important. A number of reasons were cited amongst participants, with most responses sharing the view that international programs and activities should provide opportunities for intercultural exchange and education. Within this context, some student participants expressed that international programs and activities are important because they help to foster friendships and relationships, and they bring diversity to the student population at Selkirk College.

Outlier responses, those that were cited infrequently and were not commonly held positions amongst most participants, suggested that international programs and activities are not important in their current state. Such sentiments pointed to how internationalization should be managed to ensure it supports both local and domestic students.

### 6.2.3 Summary of Student SWOC Findings

The questionnaire asked four questions that pertained to strengths, weaknesses, opportunities, and challenges (See Appendix F). A SWOC analysis was generated based on responses from student participants. Table 13 provides a summary of the strengths, weaknesses (areas for improvement), opportunities and challenges expressed by students. Bold points signify the predominant the responses.

Table 13  
*Strengths, Weaknesses, Opportunities, Challenges- Key Findings from Student SWOC Analysis*

Strengths	Weaknesses (Areas for improvement)
<ul style="list-style-type: none"> <li>• <b>Excellent instructors / faculty /staff</b></li> <li>• <b>Supportive International Department staff</b></li> <li>• <b>Supportive and positive learning environment</b></li> <li>• <b>Relationships / some international students feel a sense of belonging at Selkirk</b></li> <li>• Cultural events / intercultural exchange opportunities</li> <li>• Teaching and learning process</li> <li>• Quality, relevant programs</li> <li>• Successful recruitment / growth in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited intercultural education / social events</b></li> <li>• <b>Limited diversity of international student population / concentration of certain nationalities</b></li> <li>• <b>Increase promotion of international programs and activities for all students (Domestic students are often not informed.)</b></li> <li>• <b>Domestic students often not involved in international programs / activities</b></li> <li>• Expand/develop new programs</li> <li>• Allow for more flexibility and choice within</li> </ul>

<p>international student enrolments</p> <ul style="list-style-type: none"> <li>• Students from various countries</li> <li>• Small town, small college, rural environment</li> <li>• Opportunities to speak English</li> <li>• Strong ELP program</li> <li>• Student union (international student involvement)</li> <li>• Affordability of Selkirk College tuition (low tuition)</li> </ul>	<p>programs (courses, instructors)</p> <ul style="list-style-type: none"> <li>• English language requirements</li> <li>• More student services needed</li> <li>• Minimal partnerships with other international institutions /nations</li> <li>• Teaching and learning process (not suited for all students)</li> <li>• Support for international students with transition to live and work in Canada</li> <li>• Opportunities to speak English</li> <li>• Increase study abroad opportunities</li> <li>• Limited scholarships for international students</li> <li>• Overworked / too few instructors</li> <li>• High tuition for certain programs (ELP)</li> <li>• Campuses spread out / activity varies at campuses</li> <li>• Negatively impacting learning / academic standards</li> </ul>
<b>Opportunities</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• <b>Increase intercultural social events and learning opportunities (for both Selkirk educational community and wider community)</b></li> <li>• <b>More extracurricular activities</b></li> <li>• <b>Develop new programs</b></li> <li>• <b>More exchange / study abroad opportunities</b></li> <li>• <b>Develop opportunities for students to speak English</b></li> <li>• <b>Promote international programs and activities for all students</b></li> <li>• Establish new English language requirements / assessment</li> <li>• Allow for more flexibility of course selection within programs</li> <li>• Diversify international student population (Avoid concentration and segregation of nationalities)</li> <li>• Develop programs that meet Canada's and region's employment needs</li> <li>• Provide more employment services support for students (job search, work experience, internships)</li> <li>• Develop work opportunities on campus</li> <li>• Support international students to live and work in Canada</li> <li>• Increase tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Economies / lack of affordability</b></li> <li>• <b>Lack of intercultural education between locals and international students</b></li> <li>• <b>Racism / discrimination</b></li> <li>• <b>Global politics / crises</b></li> <li>• <b>Commuting and lack of transportation</b></li> <li>• <b>Weather (extreme winters)</b></li> <li>• <b>Lack of jobs</b></li> <li>• Language barrier / ability</li> <li>• Local community lacking diversity / international dimension</li> <li>• Lack of housing</li> <li>• Immigration and visa policies</li> <li>• Conflicts with host families</li> <li>• International students' motivation to be here (may not be for education)</li> <li>• Culture shock</li> </ul>

## 7.0 PESTO Analysis

The final environmental analysis of this project was the PESTO analysis. The PESTO analysis aimed to provide further information about the political, economic, social, technological and other factors that might impact Selkirk College's future internationalization process. The following PESTO analysis provides an overview of the macro-environmental factors that Selkirk College may wish to consider in its planning deliberations. Although some of these factors are outside of Selkirk's direct sphere of control, they might be considerations to avoid or seize upon for the future.

### 7.1 Political factors

#### ***7.1.1 Government internationalization strategies and funding policies***

The federal and provincial governments both support the growth of the international education market (Government of Canada, 2014, p.6). The federal government has allocated funding for the development of the International Education Strategy, for marketing, and for processing of temporary-resident visas (2014, p.5). The Government of Canada and the Government of B.C. have ambitious international education strategies that encourage education institutions to increase international student enrolments and expand international programs (Government of Canada, 2014; Government of B.C., 2012). In many provinces, government funding cuts to post-secondary education have encouraged institutions to rely on international student tuition fees; international student tuition fees have become a large source of revenue for many institutions (Moody's Investors Service, 2014, p.3). The amount of international students studying in Canada has increased by 51% since 2007, and Canada now has the fastest growing international student population in the world (Government of Canada, 2014, p. 5). British Columbia has become an increasingly popular education choice for international students; currently, B.C. has approximately 30% of the international education market of Canada (Government of B.C., 2012, para. 7). Government policies are encouraging inbound international student mobility, but some institutions are finding that due to dwindling funding from government, institutions are struggling to accommodate the growth in student numbers (Hyslop, 2012, paras. 4-18; Ivanova, 2011, para.3). Moody's Investors Service warns that investments required for resources to accommodate this growth might counteract the financial benefits gained through international student tuition fees (Moody's, 2014, p.1).

#### ***7.1.2 Immigration policies***

Canadian immigration regulation and legislation is an important consideration for many international students who intend to live and work in Canada after completing their studies. Changes to the immigration system in January 2015, called the Express Entry, could make gaining permanent residency unpredictable or less seamless for foreign students; alternatively, the government believes that it will speed up the process to permanent residency (Chiose, 2015, paras 1-9). This could also impact the desirability of Canada as an international study destination for those seeking residency, which might make recruitment efforts more challenging (Chiose, 2015, paras 8-10). It is important for students to be informed about current and possible future immigration changes and for Canadian institutions to stay abreast on these changes.

#### ***7.1.3 Outbound student mobility***

According to The Canadian Bureau for International Education (CBIE), Canada lags behind other nations in its efforts to encourage and support international outbound mobility (CBIE, 2014, p.1-4). CBIE reports that only about 3% of Canadian students per year partake in international overseas experiences; furthermore, very few college or vocational students participate in outbound mobility (2014, p.3). Compared to other nations, Canada is not seriously investing or strategizing to support outbound student mobility, and this may have adverse economic and educational impacts for Canadians (2014, p.3-4). The CBIE has called on the Government of Canada to set targets to increase study abroad and to invest in grants for Canadian students to pursue overseas opportunities (2014, p.5-6). If the Government of Canada responds and increases its support, it will open up more opportunities for Canadians to have international experiences. For internationalization to be recognized as a two-way process, benefitting both local and international stakeholders, outbound mobility opportunities will need to be expanded.

## 7.2 Economic factors

### 7.2.1 *British Columbia's labour outlook*

International education and student mobility is viewed as a way to address forecasted skilled labour shortages that could negatively impact the economic wellbeing of Canada (Government of Canada, 2014, p.9). The Government of B.C. acknowledges the need to retain students to fulfill demands of the labour market in the province (Government of British Columbia, 2012, p.15). With the aging labour market and low birth rates in Canada, government projections suggest that one-third of future jobs will need to be filled by immigrants; international students who are trained in B.C. secondary and post-secondary schools will be well-suited to fulfill the demands of the labour market (2012, p.11). By 2022, the Government of B.C. projects that there will be one million job openings (Government of British Columbia, 2014, p.2); it is projected that 43% of these jobs will need workers to have trades or technical training (Government of British Columbia, 2015, para.1). These job openings are expected as a result of growing the liquefied natural gas (LNG) industry in Northern B.C., an influx of retirements, growth in mining, forestry exports, the resource, transportation, industry and business sectors, and expanding trade with Asia (2015, p.7). Funding for post-secondary training in B.C. will change considerably by 2017-18, with 25% of provincial operating grants being directed specifically to programs that support training students for high-demand jobs (2015, p.12), which will be identified based on labour market analysis from the Labour Market Priorities Board (2015, p.17). The Government of B.C. is also increasing funding by \$6.6 million (a 10% increase) for trades training seats (2015, p.12-13). Post-secondary institutions are positioned to train and educate the future workforce; paying attention to labour forecasts and funding opportunities can help to inform recruitment strategies.

### 7.2.2 *Affordability and students' personal finances*

The cost of tuition and living expenses is likely to impact many international students' decision about where to study. Selkirk College's Student Engagement Survey (2015b) reported that of the "major challenges to academic success", both international and domestic students reported that "managing my finances" is the greatest challenge (Selkirk College, 2015b, p.5). On the topic of tuition fees, 71% of international and 73% domestic students reported that they were very satisfied or somewhat satisfied with "comparability of tuition fees to other institutions" (2015b, p.8). However, 54% of international student compared to 24% of domestic students expressed that "Yes, funding has impacted [their] education" (2015b, p.8). The Selkirk College results from the 2014 B.C. International Student Survey (BC ISS) (B.C. Statistics, 2014, p.5) also indicate that cost of tuition and cost of living was a "very important" factor when deciding to study in British Columbia. The BC ISS reported that 76% of Selkirk participants responded that cost of housing was very important, and 71% of respondents said that cost of living was very important; the average response in these categories for other college/institutes was 64% and 58% (B.C. Statistics, 2014, p.5). These results indicate that accessing funding for post-secondary may be challenging for some international students and that financial barriers are a concern for many Selkirk College students.

## 7.3 Social factors

### 7.3.1 *Racism and discrimination*

Canada is attractive for some international students because it is renowned as a safe, multicultural and tolerant society (Canadian Bureau for International Education (CBIE), 2013, p.31). However, there is very little formal research or evidence concerning racism and discrimination experienced by international students in Canada (2013, p.31). In a 2013 survey conducted by the Canadian Bureau for International Education, "The majority (82%) of survey respondents agreed with the statement that Canada is a welcoming and tolerant society" (CBIE, 2013, p.32). However, the survey also revealed that some participants reported feeling discriminated against by staff, faculty, students and/or the community; depending on the type of discrimination (racial or cultural) and the source of discrimination (staff, faculty, students and community) between 13%-25% of respondents reported experiencing discrimination (2013, p.32). The survey revealed that participants experienced higher rates of racial and cultural discrimination from the broader community and fellow students than they did from staff and faculty (2013, p.32). The racial and cultural context of Selkirk College and its wider communities, which are arguably perceived by some people as homogenous, could contribute to international students' experiences and feelings of belonging.

### 7.3.2 *Acculturation and intercultural interaction*

Some international students are faced with the challenge of developing relationships with Canadian students and adjusting to academic expectations. In a report on The B.C. International Student Survey (2015) it was noted that the

greatest challenges faced by students in undergraduate and developmental programs are to “Befriend Canadians outside of school” and “Befriend Canadian classmates” (British Columbia Council on Admissions and Transfer, 2015, p.34). In addition, a 2014 survey conducted by the Canadian Bureau for International Education revealed that only 56% of international students said they have Canadian friends (CBIE, 2015, p.1). Selkirk College’s Student Engagement Survey (2015b) further emphasizes that there may be a gap in international and domestic students’ sense of belonging. In response to the statement, “You feel a part of Selkirk College”, 79% of domestic students reported to be very satisfied or somewhat satisfied, whereas 62% of international students reported to be very satisfied or somewhat satisfied (Selkirk College, 2015b, p.4). The survey also revealed that 44% of international students, compared to only 1% of domestic students, reported that “cultural or language barriers” has been a “major barrier to accessing support” (2015b, p.7). To ensure international students’ success and to support all students with intercultural learning opportunities, institutions need to make concerted efforts around supporting international-domestic interactions.

## **7.4 Technological factors**

### ***7.4.1 Online communication and social media***

The internet is increasingly a leading source of information and tool for communication, especially in the global context. Increasingly, prospective international students gain information from post-secondary websites and social media sites. The B.C. International Student Survey results for Selkirk College reveal that students are accessing online sources for information prior to applying for post-secondary school, with the most common sources being Facebook, Wikipedia, Youtube, Google+, and other internet sites (B.C. Statistics, 2014, p.3) Social media is also a tool for students to stay in contact with their fellow students and learn about extracurricular events. Selkirk College has several Facebook pages which are useful in providing information about upcoming events and program initiatives. Selkirk College’s website is also a popular source of information for students once they have been accepted; BC ISS results show that 77% find the institution’s website “very useful” (2014, p.7). There are also possibilities to provide information and orientation to new students through online video chat mediums.

### ***7.4.2 Intercultural learning opportunities online***

Opportunities abound for intercultural learning and training online. For instance, Global Affairs Canada has a Centre for Intercultural Learning that offers online training called “The Fundamentals of Intercultural Effectiveness” (Government of Canada, 2014a). Several colleges offer online intercultural training opportunities. Norquest College in Edmonton, Alberta offers an “Online Intercultural Communication Certificate” (Norquest College, 2016). The Continuing Education departments at Seneca College in Toronto, Ontario and Mohawk College in Hamilton, Ontario also offer intercultural courses online (Seneca College, 2015; Mohawk College, 2016). These programs are a just a few of the various intercultural training opportunities that are available online from Canadian institutions. Online communication tools, such as video chatting, blogging, and webinars can also be used for intercultural learning and exchange within the classroom.

## **7.5 Other factors**

### ***7.5.1 Cross-border education/Transnational education***

For western institutions, there are increased opportunities to open up branch campuses in other countries, to partner with international institutions and provide offshore delivery of programs, or become involved in consulting and other projects (Simon, 2014, p.7-8). Transnational opportunities are economically beneficial for Canadian institutions and are another great source of profit which can be invested back into the institution at home in Canada; thus, to remain competitive and sustain the quality of education at home, institutions should consider transnational projects (Dennis, 2013, paras.1-3, 31). Because transnational projects often fill education gaps for education institutions and governments abroad, institutions should determine which specialties or programs they might be able to offer (Dennis, 2013, para. 31). The delivery of education in a country outside of the home institution is fraught with challenges, such as maintaining consistent standards for teaching and learning, and financial management (Dennis, 2013, para.3). Because the aim of transnational education is to provide expertise or education that is of higher quality than what can be offered in other countries, quality education is paramount to any institution embarking into transnational programming (Dennis, 2013, para. 31). Transnational programming may be another revenue generation opportunity for schools that face capacity and resource constraints at home.

### **7.5.2 Transportation and housing access**

Results from this report, along with previous student satisfaction surveys from Selkirk College, indicate that there are housing shortage issues and inadequate transportation services in Selkirk College communities. Selkirk College's "2015 Student Engagement Survey: International Perspective" showed that the two largest discrepancies between the challenges that international and domestic students face are transportation and housing (Selkirk College, 2015b, p.6). The survey demonstrated that 33% of international students compared to 17% of domestic students found that "transportation to and from school" was a major challenge to academic success; and 20% international students compared to 9% domestic students reported that "finding appropriate living arrangements" were barriers to their academic success (Selkirk College, 2015b, p.6). International students at Selkirk College face notable challenges with accessing housing and transportation.

### **7.5.3 Key market countries for Canada and B.C. are changing**

The federal government's Advisory Panel has identified emerging economies that are likely to contribute to the increasing demand for international education in Canada; the government's Advisory Panel identified Brazil, China, India, Mexico, North Africa and Middle East, and Vietnam as countries most likely to demand international education (Government of Canada, 2014, p.10). The Government of B.C. aims to attract specific students to certain parts of the province based on the province's labour and education markets (Government of British Columbia, 2012, p.14). B.C.'s International Education Strategy has identified the "top priority countries for B.C.": USA, China, India, South Korea, Brazil, Mexico, UK, Germany, Russia, Japan, France, Hong King, Taiwan, Saudi Arabia, The Philippines, and Vietnam (2012, p.14). The key market countries for Canada and B.C. are in constant flux and should be considered in recruitment strategies.

## 8.0 Discussion and Analysis

The discussion and analysis section of this report summarizes and synthesizes the key findings from the five analyses to identify common themes that emerged across the data sets. As a needs assessment, the aim of the analysis was to identify gaps (or needs) between the current and future state of internationalization at Selkirk College. The gaps inform the identification of strategic issues that the institution should address in order to achieve its desired future state. The following discussion and analysis supports the identification of strategic issues and illuminates stakeholders' attitudes and future wishes for internationalization at Selkirk College. This analysis results in the strategic issues and options for consideration, outlined in section nine of this report.

### 8.1 Needs Assessment

The following needs assessment synthesizes and compares the key findings from the current and future state analysis, the stakeholder analysis, the two SWOC analyses, and the PESTO analysis in order to identify gaps between the current and desired future state of internationalization at Selkirk College.

Through participant responses regarding the purpose of internationalization at Selkirk College, this project explored Selkirk College stakeholders' preferred rationales for internationalization. Prior to conducting this research, there had not been formal research conducted on stakeholders' experiences and opinions concerning internationalization at Selkirk College. Thus, this analysis aims to contribute to Selkirk College's understanding of its stakeholders' conceptions of internationalization.

In addition, this needs assessment identifies the issues that must be addressed if Selkirk College is to achieve its future desired state. This needs assessment identifies and discusses the key themes that were identified across data sets; these are the gaps that should be addressed in order for Selkirk College to attain its desired future state and preferred rationales. De Wit (n.d.) points out that "...different rationales imply different means and ends to internationalization" (paras. 1-2). The gaps are the specific issues that will need to be addressed to achieve the overall desired state of internationalization at Selkirk College.

In the following section, a review and synthesis of key findings and corresponding gaps are firstly discussed in narrative form. Following the discussion, there is a graphic depiction of the needs assessment process that led to the discovery of each gap. The figures displayed after the discussion of each gap illustrate how this project's conceptual framework was applied; the figures demonstrate the synthesis of key findings across the five analyses and the resultant gaps. The following gaps provide insight into stakeholders' preferred rationales and reveal what could be addressed to achieve the desired future state.

#### **8.1.1 Gap 1: Intercultural/international learning opportunities for local and international stakeholders**

Widely cited across participant groups, one of the greatest needs Selkirk College faces is to increase or develop more opportunities for intercultural experiences for both local and international stakeholders. The key knowledgeable interviews revealed that there is a lack of widespread stakeholder buy-in and engagement, and that one of the ways to resolve this is to provide more opportunities for all stakeholders to become involved with international programs and activities at Selkirk College.

The interviews and SWOC analyses revealed that many local stakeholders are not aware of or engaged in the internationalization process. Student SWOC responses also indicated that there is a need to actively and intentionally promote international programs and activities for domestic students; most domestic students shared that they were entirely unaware of Selkirk College's international efforts. Some domestic students and Selkirk College staff indicated that they believed international students were the primary beneficiaries of internationalization.

Limited outbound mobility, or international opportunities, was also noted as an issue amongst participants. The interviewees from Selkirk College both noted that very few domestic students have engaged in outbound mobility, and that it was a strategy that they would like to see developed. Some domestic students also expressed interest in partaking in study abroad, citing it as a program that Selkirk College could develop in the future. Responses across the three participant groups pointed out that the local wider communities are not aware of or engaged in the process and that it would be beneficial to engage to local community groups and citizens. An overall lack of connection to the internationalization process was widely recognized as an issue that would need to be overcome in the future. The stakeholder analysis also demonstrated that there is a need for more intercultural training and education for all stakeholders.

Participants suggested several strategies that would include and benefit those stakeholders who are not typically invested in internationalization. The key findings across all data sets revealed that there is a need to further develop intercultural social events and intercultural training. Participants' recommendations for future strategies

largely align with *internationalization at home*, which emphasize the importance of developing intercultural experiences that take place locally and on campus (Knight, 2012, p.9-10). In her “Framework for Internationalization ‘At Home’” Knight (2012) lists various internationalization at home” strategies which aim to infuse intercultural or international aspects into curriculum and programs, the teaching and learning process, research and scholarly activity, co-curricular activities, extracurricular activities, and liaison with local cultural and ethnic community groups (p.10). Because of low participation and the limited opportunities that exist for locals to have international experiences, such as study abroad, it is important to provide intercultural learning opportunities on campus and in local communities (Knight, 2012, p.9). Taken together, these findings emphasize the need to provide more intercultural learning opportunities for all members of Selkirk College’s educational and wider communities. Figure 4 provides a summary of the key findings across data sets that led to the identification of gap 1.

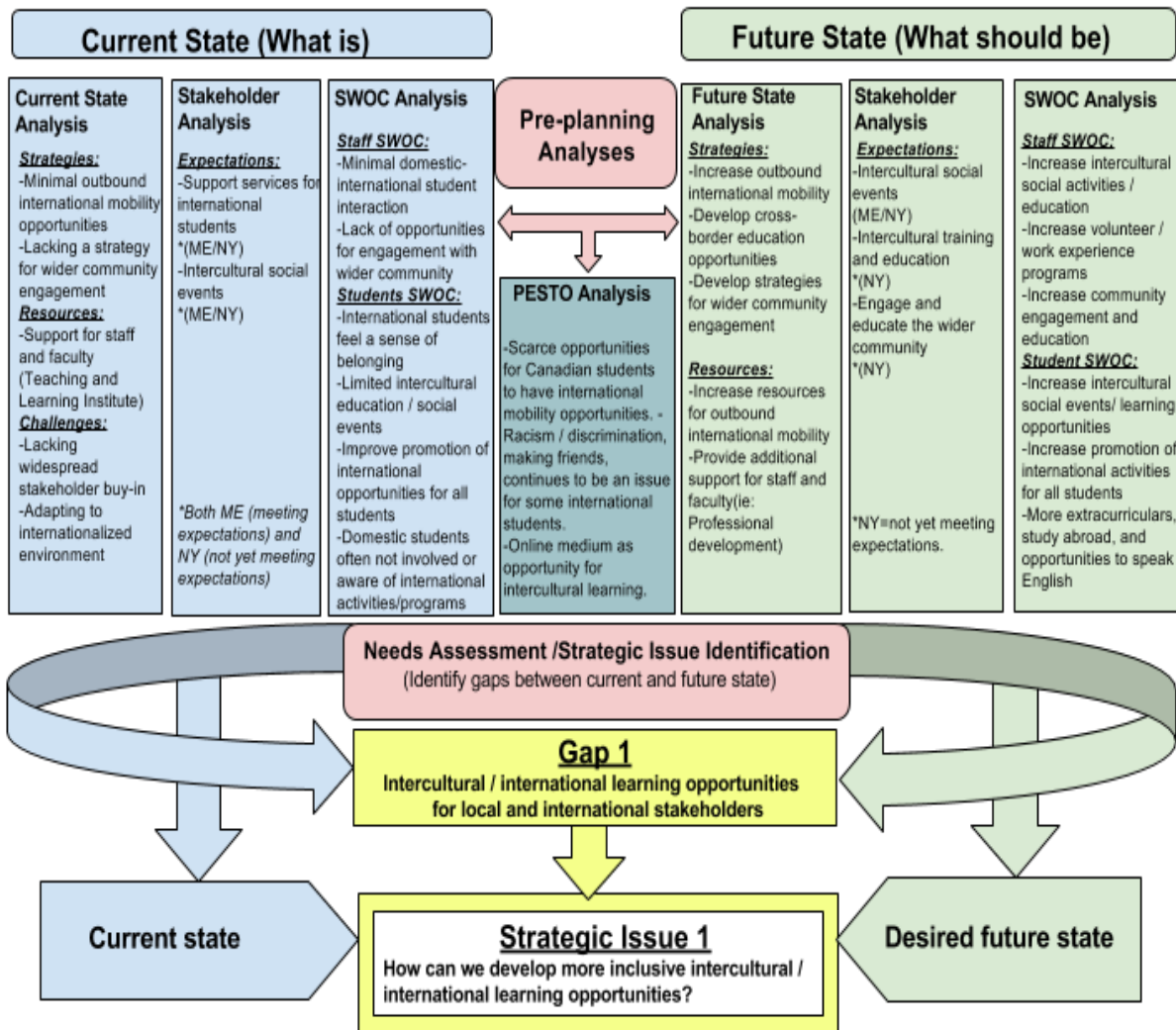


Figure 4: Gap 1 needs assessment findings

### 8.1.2 Gap 2: Support staff and faculty with adapting to internationalization

One of the challenges that Selkirk College interviewees raised is that some staff and faculty are struggling with adapting to the internationalized environment. In particular, Selkirk College interviewees indicated that chief concerns amongst staff and faculty are how to meet unique needs of diverse learners and ensure academic standards are upheld for all learners.

The staff SWOC analysis findings confirm the Selkirk interview participants’ comments regarding the apprehension coming from some of the staff. On the topic of current areas for improvement (weaknesses), a

recurrent response amongst staff SWOC questionnaire participants was that there needs to be more support and professional development for staff and faculty in the areas of creating improved learning environments and intercultural learning. Some staff SWOC participants noted that the interculturalization workshops and professional development is a current strength and that there should be a continuation of this type of support. The interview participants from Selkirk College and the fourth institution also discussed that having instructional support and professional development around interculturalization/internationalization are strategies that are particularly effective at their institutions. Both Selkirk College interview participants expressed that having feedback mechanisms in place for staff and faculty was a strategy that was working well.

The student SWOC analysis findings generally revealed that students are satisfied with their instructors and the learning environment at Selkirk College. Several international students cited feeling a sense of belonging or feelings supported by the staff and faculty at Selkirk College. Many students expressed the need for added services and programs in the future; such additions would certainly require more human resources dedicated to internationalization, which would in turn support staff and faculty.

Although the responses from interviewees suggest that there are strategies in place to support staff, key findings from the stakeholder analysis also showed that there is a need for more intentional education for staff around intercultural understanding. Taken together, the staff and student SWOC analysis, interviews, and stakeholder analysis revealed that there needs to be more support and training for staff in order to meet the unique demands of the increasingly diverse student body. Figure 5 presents the key findings that revealed gap 2.

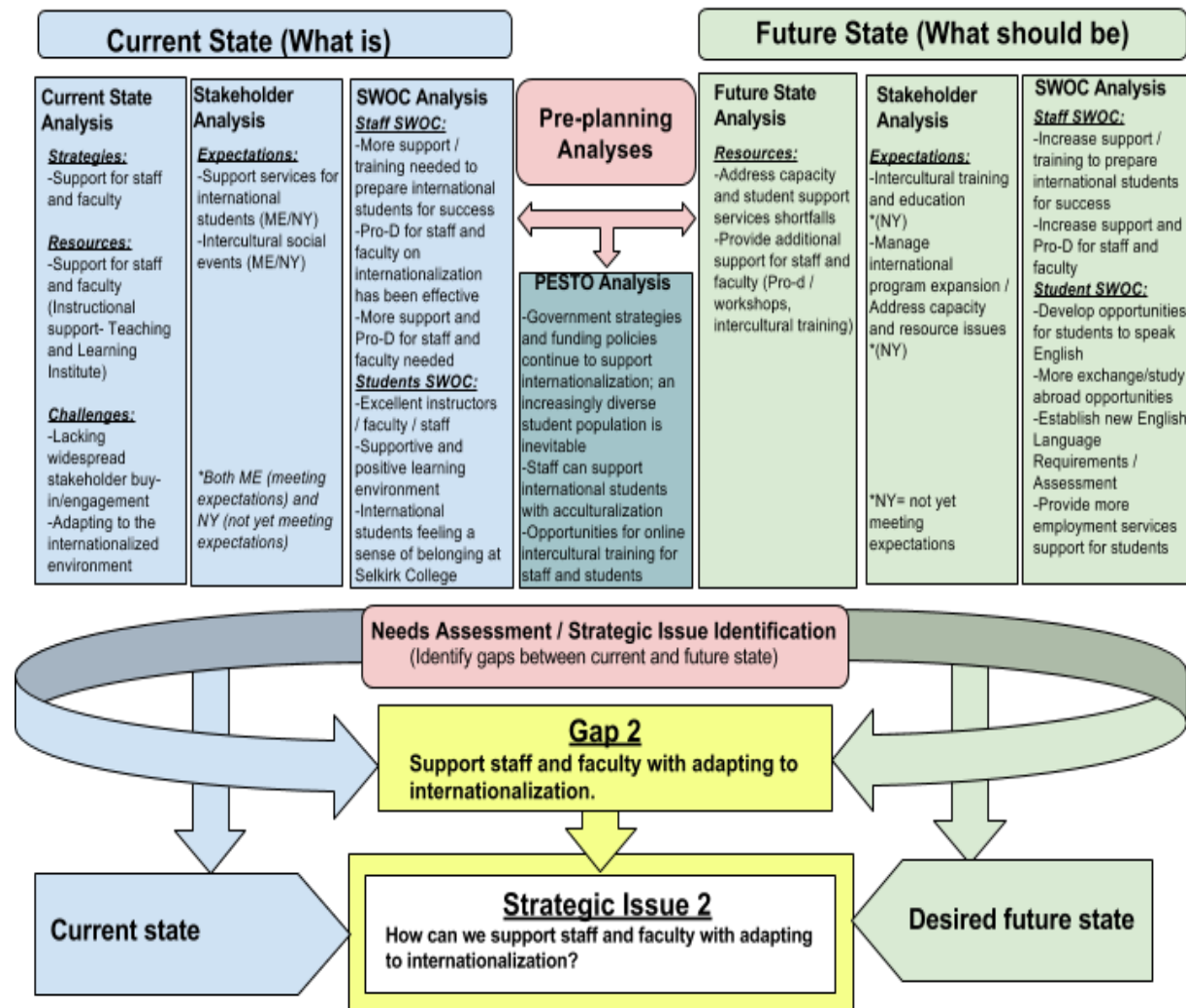


Figure 5: Gap 2 needs assessment findings

### 8.1.3 Gap 3: Engage and support the wider community

Key findings from the interviews, both SWOC analyses, and the stakeholder analysis demonstrated that wider community engagement is paramount to the success of internationalization. However, as noted by Selkirk College interviewees, there is not an official strategy in place around how to involve the wider community, and currently there are few opportunities for Selkirk College and wider community interaction around internationalization. Selkirk College interviewees expressed that they believe the community was generally positive and open to becoming more involved, but that there may be some individuals who are resistant to the change brought about by an internationalized community or college. In their discussions around involving the local communities, Selkirk College interview participants mainly focussed on the value of gaining support and widespread buy-in from the educational and wider communities.

The staff and student SWOC analysis also showed that one of the greatest areas for improvement, and opportunities for the future, is involving the wider community. Staff participants mentioned the need to promote internationalization, provide more volunteer and work opportunities in the community, and increase communication and education between the local community and Selkirk College. Some Selkirk College students also suggested that Selkirk College develop and promote opportunities for intercultural exchange between the community and international students.

The stakeholder analysis indicated that Selkirk College is not yet meeting expectations in terms of engaging local citizens and other external stakeholders. The interviews, stakeholder analysis, and SWOCs also revealed that Selkirk College will need to coordinate with community stakeholders to improve services for students, such as housing, transportation and employment opportunities. The following figure demonstrates the summary of key findings related to the identification of gap 3.

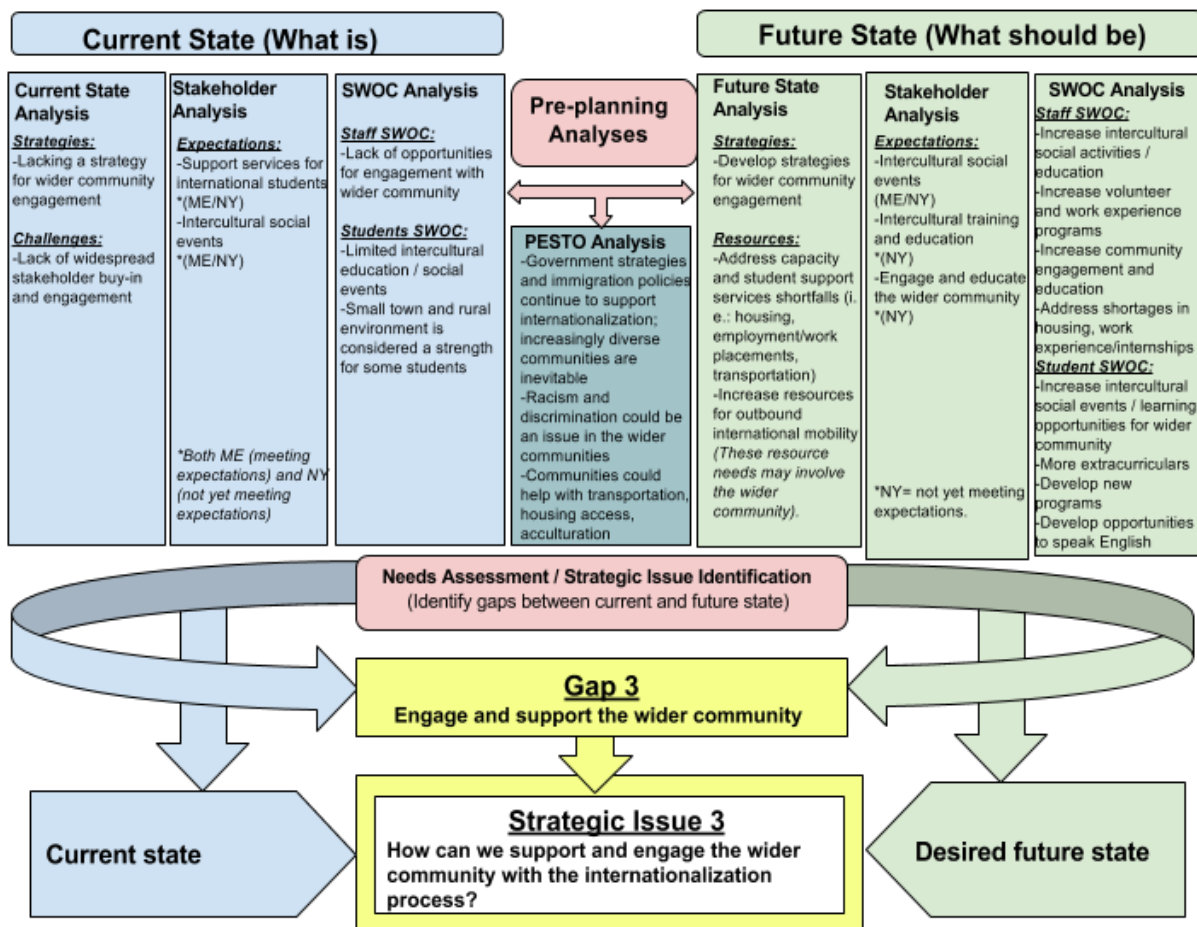


Figure 6: Gap 3 needs assessment findings

#### **8.1.4 Gap 4: Refine and diversify international recruitment**

The majority of Selkirk College staff, faculty and student participants expressed that the inbound mobility of international students can be beneficial for both Selkirk College and the community. In addition to the various financial benefits, participants often noted that increased diversity can encourage intercultural exchange and learning opportunities. However, determining the suitable number and makeup of international students for Selkirk College was a concern commonly expressed across all of the participant groups.

In the SWOC analyses many Selkirk College faculty, staff and students raised two main concerns around the future growth of international programs; namely, participants expressed concerns about how much growth Selkirk College can sustain and the lack of diversity of its international student population. Selkirk College interview participants emphasized how the recent rapid expansion of international student enrolments has raised some questions around how much growth the college can sustain. Furthermore, results from the stakeholder analysis indicate that Selkirk College needs to address the rate at which it can continue to grow its student enrolments; capacity and resource constraints were often cited as concerns that should be considered alongside recruitment strategies. A recurrent point amongst both domestic and international student SWOC participants was that there is a need to diversify the international student population, or avoid concentration of certain nationalities in particular courses or programs. Some student participants expressed that that large numbers of one nationality leads to segregation, that one dominant language group in a class can impede language learning, and that having a mix of different nationalities in classes and on campus brings diverse perspectives.

All of the interview participants echoed the sentiment that having a diverse international student body is desirable. Both Selkirk College interviewees noted that the current recruitment strategy has not focussed on diversification but that perhaps Selkirk College should take this into account in the future. One Selkirk College interviewee suggested that recruitment aims should support the expansion of new programs and opportunities for all students. The external interviewees stressed the importance of diversification as a recruitment strategy and expressed that their institutions have experienced success in this area.

Overall, the key findings indicate that there is a need for Selkirk College to refine and diversify international recruitment. There was a general consensus across the participant groups from Selkirk College that future recruitment strategies should consider suitable enrolment targets and the variety of students that might support the educational goals of Selkirk College. Figure 7 reveals the needs assessment results for gap 4.

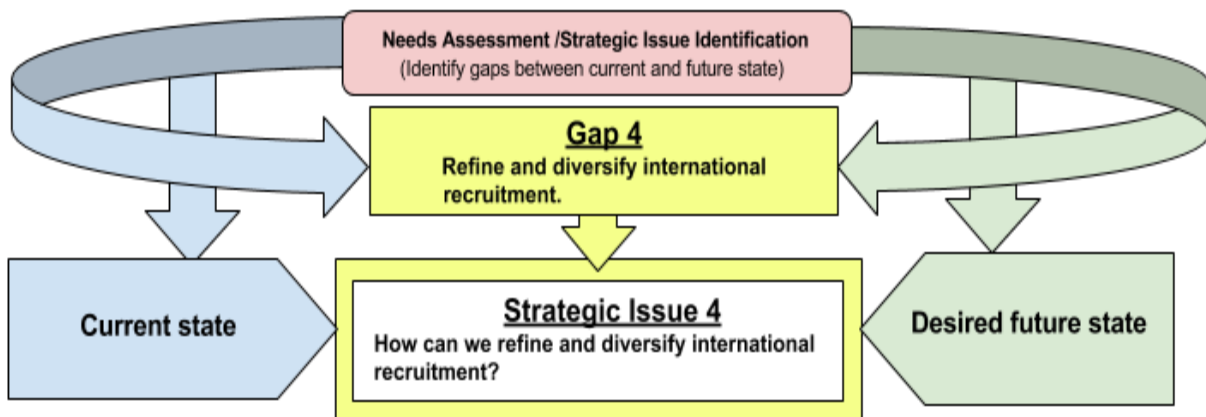
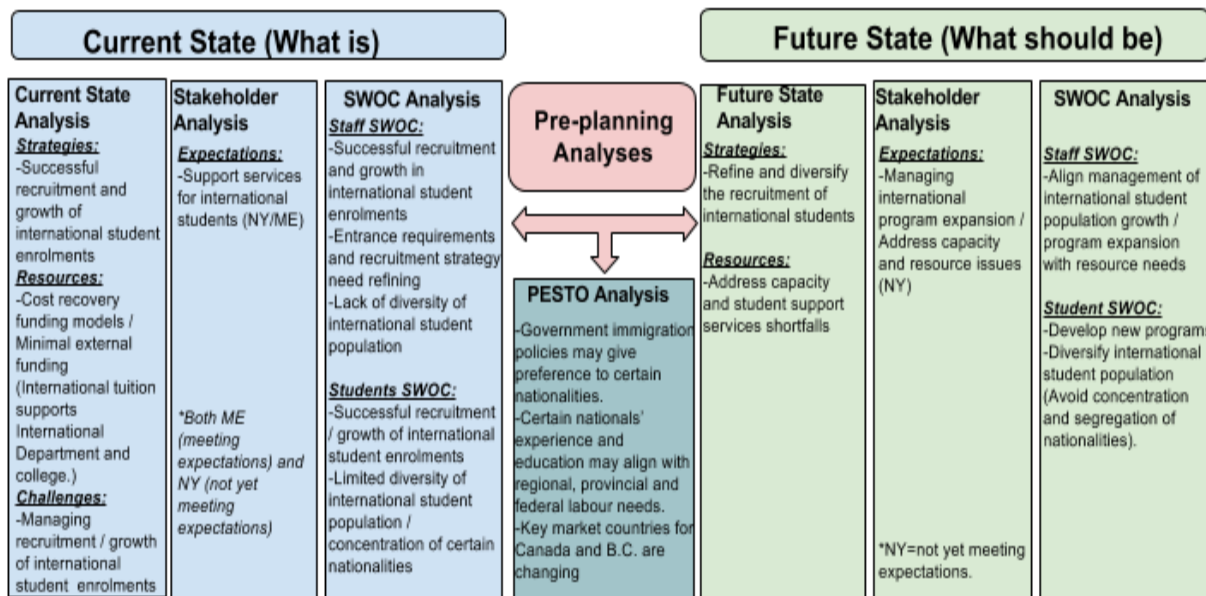


Figure 7: Gap 4 needs assessment findings

### 8.1.5 Gap 5: Support international students with acculturation and academic success

A consistent observation amongst participant groups was that there are unique supports in place for international students at Selkirk College. However, a number of participants indicated that international students would benefit from increased preparation and ongoing support around acculturation and adjusting to unfamiliar cultural and academic expectations.

The staff SWOC analysis showed that the area most requiring improvement is training to prepare international students for success; participants' responses focussed on the need to help alleviate the academic and cultural barriers that international students face. Several staff SWOC participants suggested that Selkirk could develop various strategies to improve international students' preparedness, such as pre-arrival and ongoing support mechanisms.

Student SWOC participants' responses around areas for improvement and opportunities focussed on the lack of social interaction between international and domestic students and other stakeholders. A common suggestion amongst students was that there should be more social, extracurricular activities that promote intercultural exchange. English language program students in particular expressed a need for more opportunities to speak English with native English speakers.

The stakeholder analysis also revealed that various support services for students could be increased. Intercultural social events promoting interaction amongst international students and various local stakeholders is an expectation of several stakeholders.

Findings from the PESTO analysis also indicated that some international students struggle with cultural, language and social barriers. Overall, the analyses highlighted the importance of providing extra support to address the unique challenges that international students face. Figure 8 demonstrates the summary of key findings related to the identification of gap 5.

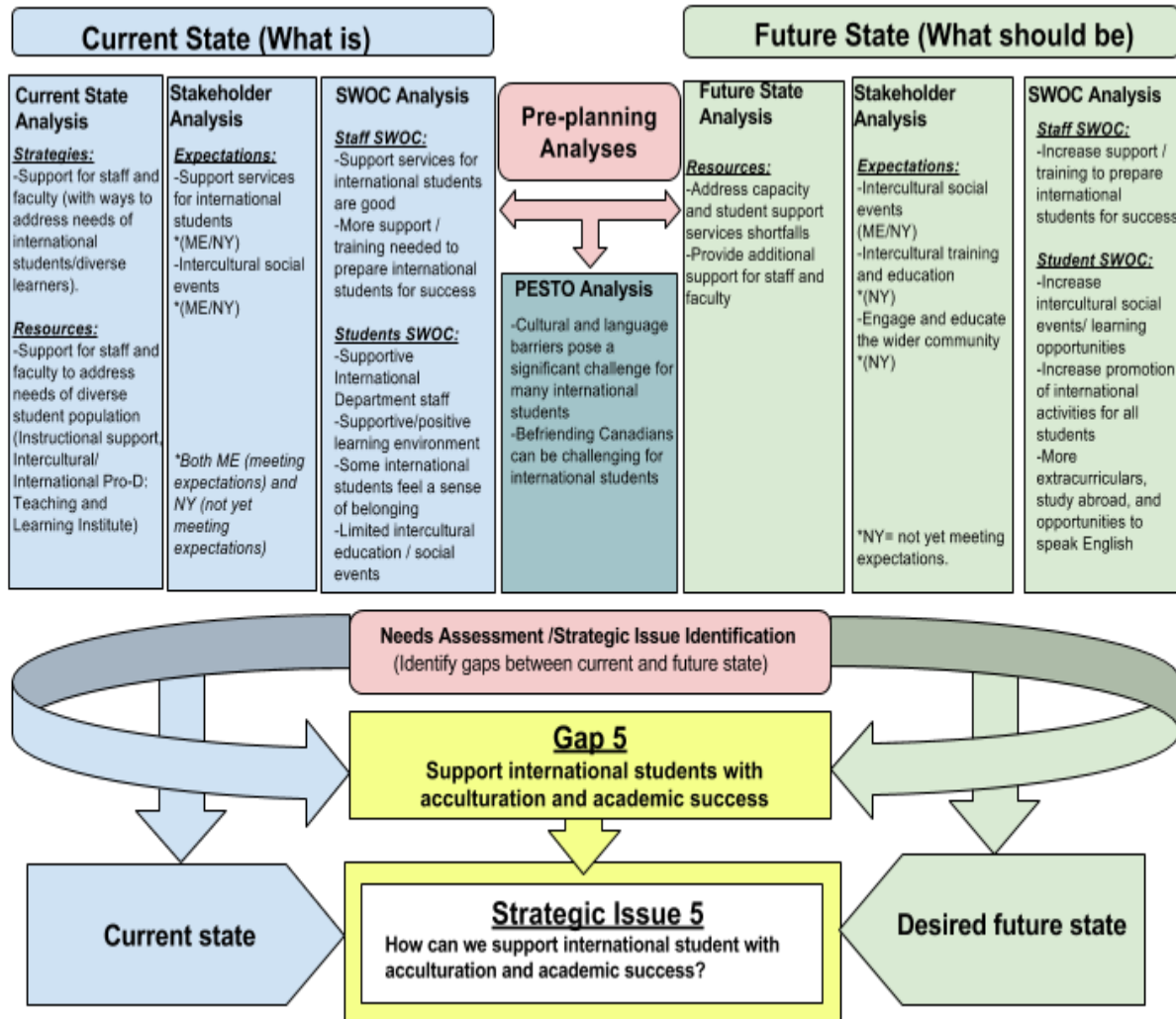


Figure 8: Gap 5 needs assessment findings

### 8.1.6 Gap 6: Resources and capacity to support international program expansion

A recurrent concern discussed across the participant groups was that the present capacity and resources at Selkirk College cannot support the current rate of growth in student numbers and the expansion of international programs. The Selkirk College interviewees both stressed that while the recent and sudden growth of international programs has been beneficial in many respects, it has put some additional strains on resources at the institution. They described the current situation as one where capacity and resource constraints are already a considerable issue. In particular, both Selkirk College interviewees noted that capacity and various resources should match the growth of student enrolments.

The staff SWOC participants widely indicated that there is a need for more support and professional development for staff and faculty around how to support international students. Furthermore, several staff participants mentioned that in the future there should be more efforts around supporting international student success. These findings signify that staff and faculty find there is a need for more resources specifically allocated for international programs.

Generally, student participants expressed that they were very pleased with services and highlighted the strengths of the instructors, the international department staff, and other student support services. Several students' responses called for strategies that would require added resources, such as promotion of international programs and activities, more intercultural learning opportunities and social events, and increased study abroad. These findings suggest that international program expansion requires additional resources.

The stakeholder analysis also confirmed that there is a need to address capacity and resource shortfalls; the data revealed that various stakeholders have resource needs that are not yet being met. These include: employment services and training for students, IT resources, human resource, student housing and home-stay families, peer tutors and study space, increased student support services, and classroom space.

The PESTO analysis also confirmed that some institutions are struggling to accommodate the growth of international student enrolments because of the lack of external funding from governments. More resources are required to maintain quality services for all students. Currently, there is a discrepancy between the available resources and capacity at Selkirk College and the requests of participants in this study. The following figure demonstrates the summary of key findings related to the identification of gap 6.

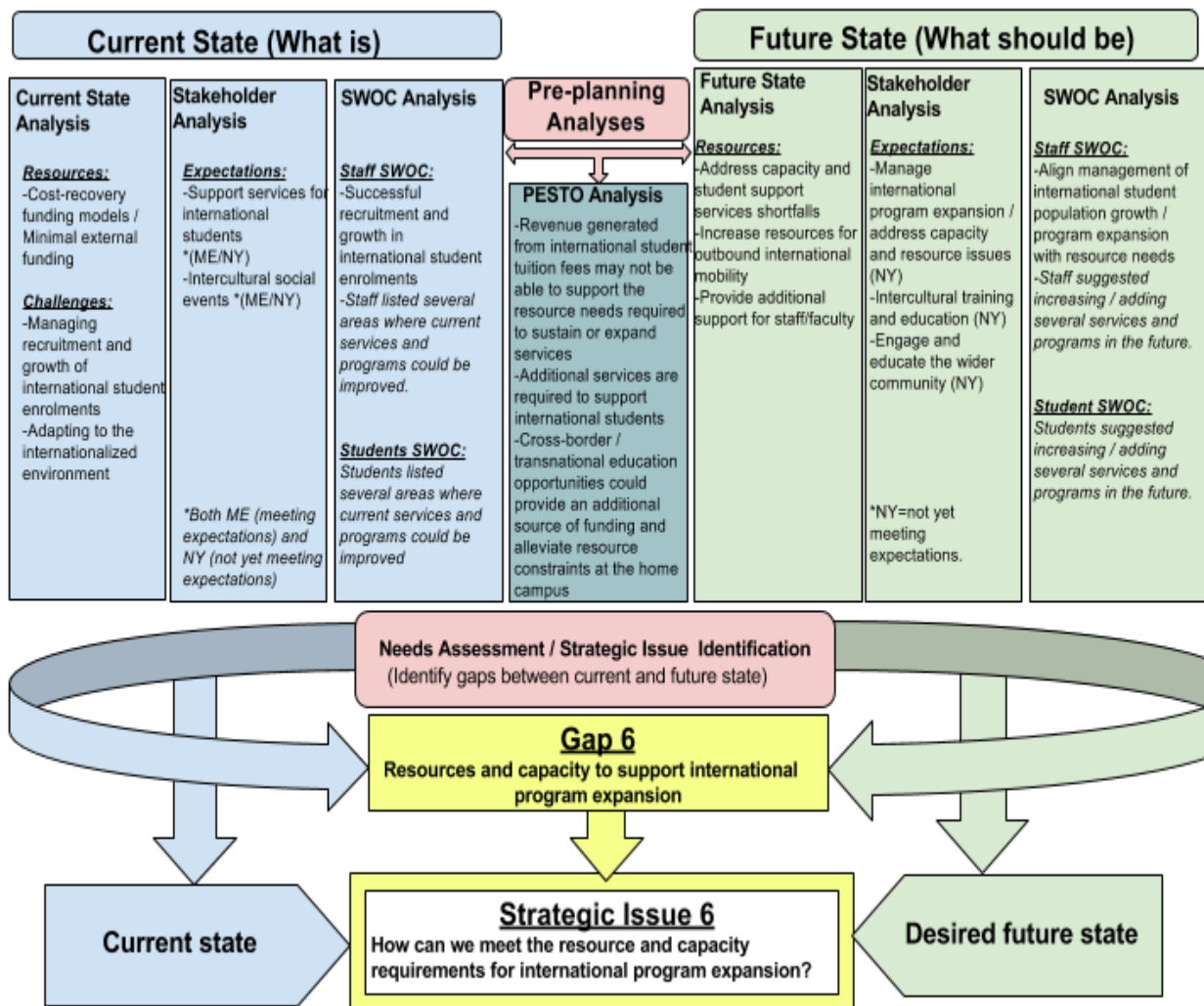


Figure 9: Gap 6 needs assessment findings

### **8.1.7 Gap 7: Social/cultural and academic rationales**

To clarify which approach to internationalization Selkirk College should take, this project explored participants' rationales for internationalization at Selkirk College. The aim was to identify what participants consider is the purpose of internationalization at Selkirk College and what the overall direction of internationalization should be for the future.

Rationales for internationalization are generally classified into four areas: social/cultural, political, academic, and economic (Knight and de Wit, 1997, 1999; de Wit, 1995; de Wit, 2002). These four broad categories provided a framework for analyzing and identifying the dominant rationales amongst the participants in this study. However, certain activities, strategies or objectives are not exclusive to one category. De Wit (2011) explains that "Rationales vary over time and by country/region, they are not mutually exclusive, and they lead to different approaches and policies" (p.241). Knight's framework (Knight, 2012, p.7; See Table 1) was considered for the analysis of the rationales held by the participants in this research. The framework outlines the rationales and related priorities for each of the four categories (Knight, 2012, p.7; See Table 1). This tool was used to classify stakeholders' priorities (needs) and thereby provided insight into which of the four rationales are most predominant for the project's participants.

Through the interviews and SWOC analyses, faculty, staff, and students were explicitly asked questions regarding the rationale of internationalization. The stakeholder analysis did not examine this topic by explicitly asking questions regarding rationales; however, the expectations that were identified in the stakeholder analysis revealed the priorities of stakeholders, which indirectly indicate preferred rationales. Key findings from the stakeholder analysis also aligned with the needs, and preferred rationales, of the other participant groups.

Various stakeholder groups were represented amongst the participant groups, namely faculty, staff, students, and wider community members. De Wit (n.d.) emphasizes that when analyzing stakeholders' rationales, it is important to note that stakeholders usually have more than one rationale, that rationales vary across and within stakeholder groups, and that they can change depending on context (para. 2). While stakeholders' priorities and preferred rationales varied, this needs assessment revealed that participants held common wishes for the future.

Most participants considered the financial or economic motivation for internationalization as a current purpose for internationalization at Selkirk College. Many participants noted the necessity of internationalization for funding purposes. A predominant observation amongst participants was that Selkirk College has seen tremendous growth of international student enrolments in recent years. Many participants recognized that international student tuition fees fund and supplement other areas of the institution. The financial benefits, mainly revenue generation from international tuition, was commonly noted by interview participants and staff and student SWOC participants. Overall, participants viewed economical realities as the impetus of internationalization, but not necessarily the preferred primary motivation for its future. These factors contribute to the dominant perception that the impetus of internationalization is financial. Furthermore, many participants noted that one of the main purposes is to support the immigration and future goals of international students, and to support labour needs of government. Under Knight's framework (See Table 1), priorities such as revenue generation, labour market and financial incentives (Knight, 2012, p.7) correspond with the economic rationale. Overall, the dominant view amongst participants was that the current purpose for internationalization at Selkirk College is associated with the economic rationale.

The key findings from the interviews, SWOC analyses, and stakeholder analysis demonstrate that the preferred rationales across participants are the academic and social/cultural rationales. Participants widely revealed that the future state of internationalization should be one that promotes an inclusive, intercultural learning process. Selkirk staff, faculty and student participants shared the view that internationalization should promote intercultural education. Many participants emphasized that internationalization should be a process that involves both local and international stakeholders and that it should be mutually beneficial. In fact, participants indicated that intercultural learning rests on involvement from various stakeholders, including those in the wider community and those who are typically not involved with international education. The future expectations of several stakeholders, which were identified in the stakeholder analysis, aligned with the preferred rationales that were uncovered from the interviews and SWOC analyses. Stakeholders' expectations included providing intercultural social events, intercultural training and education, and engaging and educating the wider community. Knight's framework (Knight, 2012, p.7; See Table 1) lists priorities under the academic rationale, such as international dimension to research and teaching, extension of academic horizon, and enhancement of quality (2012, p.7). Under the social rationale, priorities include intercultural understanding, citizenship development, and social and community development (2012, p.7). The aims commonly noted across research participants are similar to those listed in Knight's framework under the social and academic categories. Overall, the needs assessment results demonstrate that participants in this study support the

social/cultural and academic rationales, and they would like to see strategies developed that promote these dimensions of internationalization. The following figure demonstrates the summary of key findings related to the identification of gap 7.

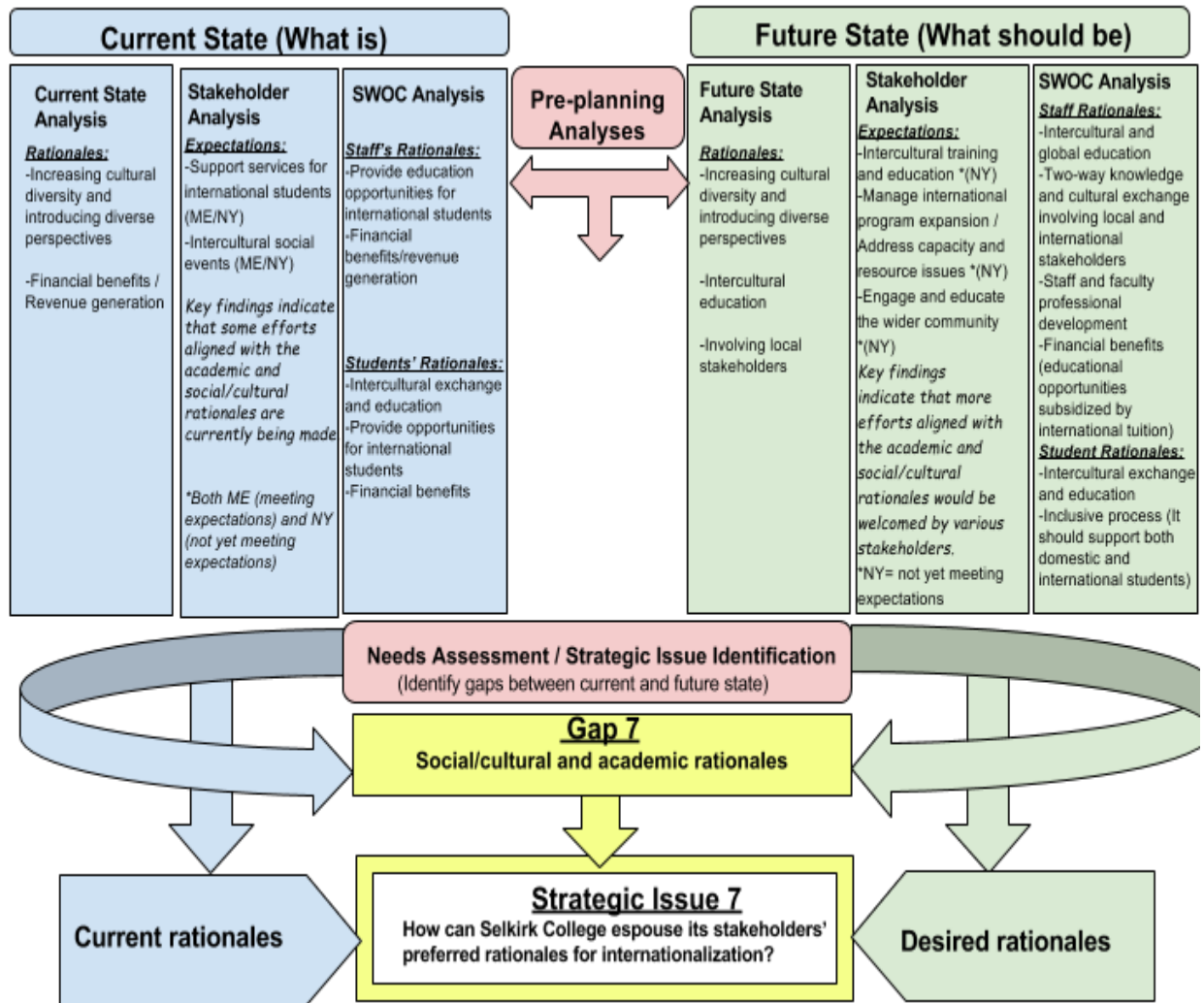


Figure 10: Gap 7 needs assessment findings

## 8.2 Conclusion

The needs assessment identified seven gaps (or needs) that should be addressed in order to support participants' desired future state for internationalization. The gaps reveal the needs that should be addressed to achieve the participants' future vision for internationalization at Selkirk College: 1) Intercultural / international learning opportunities for international and local stakeholders; 2) Support for staff and faculty with adapting to internationalization; 3) Engage and support the wider community; 4) Refine and diversify international recruitment; 5) Support international students with acculturation and academic success 6) Resources and capacity to support international program expansion 7) Social/cultural and academic rationales. The synthesis of results from the five analyses demonstrates that the needs identified across participant groups align with the explicitly expressed rationales of faculty, staff and students from Selkirk College. The results from this needs assessment illustrate a desire for Selkirk College to pursue an internationalization strategy that has an academic and social-cultural purpose. These needs inform the identification of strategic issues, which are presented in the following section.

## 9.0 Moving Forward: Building on the Strategic Planning Process

### 9.1 Introduction

The seven gaps that were identified from the needs assessment inform the strategic issues that this project set out to discover. Under the seven strategic issues, this report provides options that Selkirk College can consider in its future planning efforts.

The pre-planning analyses, combined with the literature review, have provided insight into the needs of stakeholders that were represented by the participants in this study. Based on key findings from the current and future state analysis, SWOC analyses, stakeholder analysis, and PESTO analysis, seven strategic issues were identified; these are areas that Selkirk College could address in order to ensure it meets the expectations of the stakeholders in this study. Strategic issues are “fundamental policy questions or critical challenges affecting the organization’s mandates, mission, values, product or service level and mix, clients, users or payers, costs, financing, organization, or management” (Bryson, 2011, p.55). The options for consideration are broad action statements that Selkirk College may direct its attention to when preparing its formal plan and developing future strategies.

The following description of strategic issues is based on Bryson’s “Direct Approach” method (Bryson, 2011, p.192-193). First, strategic issues are offered as questions that the organization can address and which may have several answers (2011, p.192-193). Second, the description of the strategic issues discusses the “confluence of factors”, what factors make the issue important (2011, p.192-193). Third, the description considers what might happen if the issue is not addressed (2011, p.192-193).

In this report, the identification and description of issues is grounded in the analysis of the data from pre-planning methods and tasks. Thus, in the description of strategic issues, the confluence of factors (2011, p.192-193) is a narrative summary of key findings from the research. In short, the description of each strategic issue provides insight into why the issue is of concern and what might happen if Selkirk College maintains the status quo. The strategic issues and corresponding options are provided in order to build on the strategic planning process.

### 9.2 Strategic Issues and Options for Consideration

#### 9.2.1 Strategic Issue #1

Strategic Issue 1
How can Selkirk College develop more inclusive intercultural and international learning opportunities?
Confluence of factors:
Currently, at Selkirk College, some local students and staff have not been involved in or made aware of the internationalization process. However, there were a number of participants who expressed a desire to be included in international programs and activities. Most participants in this study, both international and local, expressed a desire to learn about new cultures and world views through intercultural education and events on campus and in the classroom. At Selkirk College there is minimal outbound student and staff mobility. For some people, this may confirm the sentiment that the primary beneficiaries of international education are international stakeholders. For many stakeholders, the value of internationalization rests on whether they directly experience international and intercultural learning.
Consequence of not addressing the issue:
Ensuring that international opportunities are available to international and local education stakeholders will help build support for internationalization within the educational community. For those who are unable to take part in overseas opportunities, it will be important to provide international and intercultural education at home, through curricular and extracurricular programs and activities. Lacking consensus and buy-in across the institution and wider community is recognized as a future threat to the success of internationalization and to Selkirk College.

Options for consideration:
<ol style="list-style-type: none"> <li>1. Make a concerted effort to further develop programs and activities for both local and international stakeholders.</li> <li>2. Promote internationalization/international opportunities for both local and international stakeholders.</li> </ol>

### 9.2.2 Strategic Issue #2

Strategic Issue 2
How can Selkirk College support its staff and faculty to better adapt to internationalization?
Confluence of factors:
<p>As the student body at Selkirk College is becoming more internationalized, staff and faculty are experiencing the challenge of meeting the needs of all diverse learners. Staff and faculty are encountering new demands and some people feel compelled to develop new skill-sets, particularly intercultural competency, to support the student body. Some instructors are experiencing pressure to modify their teaching practice to meet the needs of diverse learners. The challenges of adapting to an internationalized institution is welcomed by some staff and faculty and resisted by others. The International Department and Teaching and Learning Institute have made recent efforts to inform and educate staff and faculty through professional development. Developing platforms for feedback and discussion, through internationalization meetings, have also proved to be useful. Understanding what front-line staff experience is necessary to adapt to challenges and respond to opportunities arising from the changing environment. Staff and faculty articulated the need to have more support, such as professional development and training to meet the needs of the internationalized campus.</p>
Consequences of not addressing the issue:
<p>Staff and faculty need to be supported in developing intercultural competencies needed to work in a diverse, internationalized environment. Those staff and faculty that are unable or unwilling to embrace internationalization may project negative attitudes and voices, which ultimately undermine Selkirk College's values of respect and inclusivity. Furthermore, if staff and faculty do not feel supported or heard they are unlikely to embrace change. Without the consensus from staff and faculty, the process of internationalization will be negatively impacted. In order to deliver quality education and services, staff and faculty need to meet the needs of all diverse learners and feel supported in the process.</p>
Options for consideration:
<ol style="list-style-type: none"> <li>1. Increase professional development and training opportunities in intercultural education for staff and faculty.</li> <li>2. Develop more in-person and online forums for staff and faculty to share best practices, challenges, and opportunities.</li> <li>3. Clarify learning outcomes/competencies, standards, and policies that support an internationalized institution (i.e.: intercultural skills, language expectations, academic integrity).</li> </ol>

### 9.2.3 Strategic Issue #3

Strategic Issue 3
How can Selkirk College engage and support the wider community with the internationalization process?
Confluence of factors:
A key element of Selkirk College's mission statement calls for service to its communities. Beyond the institution,

<p>internationalization brings economic spinoffs, provides intercultural learning opportunities, and forges international relationships. While many people recognize and are willing to embrace these benefits, not all members of the wider community understand or support internationalization of Selkirk College and the wider community. Adversity in the form of racism or discrimination is very harmful to newcomers in the community. Thus, part of supporting the wider community, is ensuring that the wider community is able to play a positive, constructive role in ensuring that newcomers feel welcomed, safe, included, and celebrated in the community. Furthermore, some services in the community are difficult to access, specifically for international students. Selkirk College relies on the cooperation of many service providers, employers, community organizations and citizens to support the internationalization process.</p>
<p><b>Consequences of not addressing the issue:</b></p>
<p>As a community college, Selkirk College has a commitment to serve local and global communities, both educationally and economically. If wider community members do not experience and understand the benefits of internationalization, they will not feel invested in the process. Further, some members of the community may be unwilling or unaware about how they may support Selkirk College and newcomers. If newcomers are unable to access the services they need in our local communities, or if they feel unwelcome, they will be disadvantaged and may decide to leave the college and the region. To gain public support, a positive reputation, and deliver public value, Selkirk College will need to play an active role in communicating with, educating and supporting its communities. In order for internationalization of Selkirk College and its communities to be successful, internationalization will need to be a mutually beneficial, two-way process.</p>
<p><b>Options for consideration:</b></p>
<ol style="list-style-type: none"> <li>1. Provide the community with opportunities to learn about the internationalization process and its benefits.</li> <li>2. Strengthen coordination among community partners in order to assure adequate services are available for students.</li> <li>3. Create opportunities that encourage intercultural learning between international and local stakeholders in the wider communities</li> </ol>

#### 9.2.4 Strategic Issue #4

<p>Strategic Issue 4</p>
<p>How can Selkirk College refine and diversify international recruitment?</p>
<p><b>Confluence of factors:</b></p>
<p>Selkirk College has had great success in recent years with recruiting international students and meeting enrolment targets. Currently, Selkirk College has expressed the need to explore what number of students it can support, and whether it should develop new recruitment strategies. Furthermore, the vast majority of international students at Selkirk College are from one or two countries. Certain nationalities have historically been attracted to particular programs, both at Selkirk and other institutions; this results in a concentration of certain nationalities in classes and on campus. A lack of diversity in the international student population, and overdependence on one or two key countries, can pose educational, social and financial challenges.</p>
<p><b>Consequences of not addressing the issue:</b></p>
<p>The concentration of one nationality or language group in certain programs or classes arguably negates the aim of creating diverse and intercultural learning environments. Concentration of one language group in a class or program can also limit opportunities for students studying English, because they are more inclined to speak their native language. Overdependence on one or two markets, or source countries, is risky for the institution's growth of international enrolments. Global student mobility patterns are in constant flux, since they are dependent on political, economic, social and technological factors. As Selkirk College continues to recruit international students, there is a risk of concentrating recruitment efforts in one main market. It is important to diversify</p>

recruitment in order to mitigate a sudden or unexpected loss of international students from one predominant market. If an unexpected loss of the primary market occurs, it could result in a sudden loss of revenue generated from international student tuition and a loss in program or course offerings. Selkirk College will need to refine and diversify its recruitment efforts to sustain the academic, social and financial benefits of internationalization.
<b>Options for consideration:</b>
<ol style="list-style-type: none"> <li>1. Develop recruitment strategies that support the social/cultural and academic goals of the college.</li> <li>2. Expand the number of source countries/key markets from which Selkirk College recruits.</li> </ol>

### 9.2.5 Strategic Issue #5

<b>Strategic Issue 5</b>
How can Selkirk College support international students with acculturation and academic success?
<b>Confluence of factors:</b>
Choosing to live and study in a different country from one's home, many international students are confronted with various cultural and academic expectations that are unfamiliar and challenging. International students often face the pressure of navigating how to live in another country while balancing their studies and various other commitments. Selkirk College has several strengths when it comes to international student support, such as its intimate community-oriented setting and caring staff. However, social activities encouraging interaction with locals is limited, and orientations and ongoing academic and social support systems require further development. While capitalizing on the current strengths, such as caring and committed staff, Selkirk College could develop more programs and services to support international students to ensure that they feel supported and that they get the most out of their education.
<b>Consequences of not addressing the issue:</b>
A lack of initial and ongoing support for international students' academic and social development could negatively impact international students' experiences. Without adequate information, preparation and ongoing support, international students may not be academically successful or may not feel a sense of belonging. Without support services specifically designed for international students (such as orientations and peer tutoring) extra pressures will be placed on other resources and staff. If international students are not adequately supported in their transitions, it could interfere with Selkirk College's ability to retain and attract students.
<b>Options for consideration:</b>
<ol style="list-style-type: none"> <li>1. Increase transition services, such as orientations and ongoing workshops/study skills groups.</li> <li>2. Develop more in-person and online social support networks for students.</li> </ol>

### 9.2.6 Strategic Issue #6

<b>Strategic Issue 6</b>
How can Selkirk College meet the resource and capacity requirements for international program expansion?
<b>Confluence of factors:</b>
Continued growth of international programs and student enrolments is beneficial for Selkirk College because it supports the development of new programs, generates revenue, and creates opportunities for staff and students. However, increased enrolments inevitably place resource and capacity pressures on the institution. Furthermore, there is a desire to expand programs and services in order to advance the internationalization process.

Government funding of operating budgets continues to decrease, and institutions in B.C. and Canada are becoming more reliant on international student tuition fees to pay for general operations.
<b>Consequences of not addressing the issue:</b>
Continued growth will require a reassessment of current financial and resource management practices. Resource management will have to align with the increased needs and pressures of having a larger student body, with a significant international student population that requires additional student services. If Selkirk College does not address resource and capacity requirements, it will not be able to sustain and develop services for all students. If Selkirk College decides that it will continue to actively recruit and expand its international student population at home while maintaining and possibly improving its current level of services, it will need to consider how to most effectively use its existing resources and find other sources for funding.
<b>Options for consideration:</b>
<ol style="list-style-type: none"> <li>1. Consider other sources of funding and revenue generating opportunities beyond government funding and international student tuition fees.</li> <li>2. Develop more transnational/cross border education opportunities to alleviate funding and infrastructure shortfalls.</li> </ol>

### 9.2.7 Strategic Issue #7

<b>Strategic Issue 7</b>
How can Selkirk College espouse stakeholders' preferred rationales for internationalization?
<b>Confluence of factors:</b>
In examining the preferred rationales for internationalization amongst participants in this research project, the dominant view is that internationalization should be a process that focuses on academic and social/cultural rationales. More specifically, participants suggested that internationalization should benefit both local and international stakeholders.
<b>Consequence of not addressing the issue:</b>
Without a clear commitment to stakeholders' preferred rationales for internationalization, Selkirk College is unlikely to gain support from its stakeholders. If internationalization is perceived as one-sided, or being motivated primarily by economic gain, staff and students will be less likely to support the process. Selkirk College will need to clarify its purpose for internationalization based on the needs and interests of its stakeholders.
<b>Options for consideration:</b>
<ol style="list-style-type: none"> <li>1. Include a mission and vision statement in the ISP that reflects an inclusive approach to internationalization.</li> <li>2. Hold consultations/forums with various stakeholders to discuss their preferred purpose and approach for internationalization.</li> </ol>

## 10.0 Conclusion

This project set out to identify the strategic issues facing Selkirk College in its endeavor to develop an internationalization strategic plan. The project also endeavoured to explore stakeholders' perspectives on the purpose of internationalization and to garner a sense of their preferred rationales and needs for the future of internationalization at Selkirk College.

The research activities, findings and options are intended to inform the strategic planning process and the writing of the formal plan. This project focussed on the pre-planning phase of the strategic planning cycle, and was not intended to provide concrete goals or strategies. Rather, the aim was to reflect and bring to light the leading issues and concerns of participants, who were from various stakeholder groups. The strategic issues and options for consideration are meant to promote evidence-based decision-making. The Vice President of Education and Students, under advisement of the Internationalization Steering Committee, and Selkirk College staff will be tasked with goal identification and strategy development.

In addition to the strategic issues, summaries of the data are available throughout the report and in the appendices; these deliverables are meant to be used as tools for future planning. Stakeholders' detailed perspectives and recommendations on current and future strategies, programs, activities, and resources should prove to be useful tools for those involved in the creation of the formal plan.

Although this needs assessment provided insight into stakeholders' rationales for internationalization at Selkirk College, this research project alone does not account for all stakeholders' perspectives. The perspectives of various stakeholders (Selkirk College faculty, staff, students and some wider community members) have been represented in this research. However, the opinions and experiences of external stakeholders were not extensively represented. Selkirk College may wish to seek further input from external stakeholders, especially local wider community members, as the internationalization process continues.

The results from this project indicate that many staff, faculty and students would like the future of internationalization at Selkirk College to encompass the academic and social/cultural rationales. More specifically, if the strategic plan is to reflect the needs of stakeholders, as founded in this research, it should promote an inclusive approach to internationalization- one that involves both local and international stakeholders, contains intercultural education strategies, and considers how expansion of programs may impact all stakeholders. The researcher hopes that this project and its deliverables will prove to be a valuable and constructive resource for future planning deliberations.

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## 12.0 Appendices

### **Appendix A Interview questions**

Instructions: There are 13 questions in this interview. The interview should take approximately 45 minutes. If you have any questions or need clarification on a question, please do not hesitate to ask. The interview questions refer to the term “internationalization strategies”; for the context of this interview, strategies can be defined as any programs, activities or services that have an international focus.

1. From your perspective, how do you define internationalization?
2. In your opinion, what is the purpose of internationalization at your institution?
3. Would you please describe some of the main internationalization strategies that exist at your institution and indicate when they started?
4. Do you have a document that lists your institution’s internationalization strategies? If yes, is it publicly available?
5. What do you think is the greatest challenge your institution faces with its internationalization process?
6. What current strategies are working to support internationalization at your institution?
7. What strategies do you think your institution should pursue in the future?
8. What current strategies are working to manage effective growth in international student numbers?
9. What strategies do you think would help manage effective growth in international student numbers?
10. What resources does the institution currently have to support internationalization?
11. What resources do you think the institution could invest in to support its future internationalization process?
12. How does the institution engage with the wider community (external stakeholders) in its current internationalization efforts?
13. What can the institution do to engage the wider community (external stakeholders) in its future internationalization efforts?

**Appendix B**  
**Outline for focus group activity on stakeholder identification and analysis**

The stakeholder identification and analysis for this focus group will be based on Bryson's Basic Analysis Technique (Bryson, 2011, p. 133-137). The researcher has made slight adaptations to this technique.

1. The researcher will hand out the signed consent forms and give participants a few minutes to read it over, ask questions and sign it. (10 minutes)
2. The researcher will begin by explaining what a stakeholder analysis is, its importance in the planning process, and provide definitions of "stakeholders". (10 minutes)
3. The researcher will ask the advisory committee members to take a few minutes to brainstorm, with the person next to them, and identify the stakeholders for Selkirk's internationalization strategy (See handout below). (5 minutes)
4. Once the groups have created an exhaustive list of stakeholders, the researcher will explain the stakeholder analysis method and provide an example of criteria. Groups will be asked to identify/guess the criteria that stakeholders may use to determine how well the organization is meeting their needs/expectations, or the stakeholders' expectations. They are asked to develop criteria for the stakeholders that they feel they can speak to or provide insight into. Participants are informed that they may choose not to develop criteria for all the stakeholder groups; they will be asked to complete criteria for as many groups as they can, however it is expected that they will have more insight into certain stakeholders' needs/interests. Groups will be asked to designate someone to take notes/write in the stakeholder chart. (5 minutes)
5. The researcher will give each group stakeholder analysis chart handouts (See handout below) that the participants will use to develop criteria for each stakeholder. On this sheet, the group members will discuss and guess what each stakeholder's criteria is to judge the organization's effectiveness, or what the stakeholders expectations are from the organization. The group will be asked to focus on 3-4 criteria maximum for each stakeholder. (30 minutes)
6. Once the development of criteria has been completed in smaller groups, the researcher will ask the groups to discuss how well the organization is doing, based on stakeholders' criteria. They will be asked to make notes on the right side of the sheet, next to the criteria and judge whether the organization is not yet meeting expectations (NY), meeting expectations (ME), or exceeding expectations (EE). (20 minutes)

**Appendix C**  
**Handout 1: Stakeholder Identification Handout**

**Stakeholder Identification**

Please brainstorm the external and internal stakeholders of Selkirk College's internationalization process. There may be overlap amongst certain individuals, organizations and groups.

**Internal stakeholders** are those who are directly involved or impacted by Selkirk College's internationalization process (i.e.: staff, students, administrators). Identify specific stakeholders within these broad categories, where appropriate.

**External stakeholders** are those who may be indirectly involved or impacted by Selkirk College's internationalization process (i.e.: community groups, organizations, individuals). Identify specific stakeholders within these broad categories, where appropriate.

<b>Internal Stakeholders</b>	<b>External Stakeholders</b>

**Appendix D**  
**Handout 2: Stakeholder Analysis Handout**

Stakeholder's name (individual or group):	
Stakeholder criteria (Expectations / needs that stakeholders have of Selkirk College)	How well is Selkirk College doing? *NY, ME, EE

\*Not yet meeting expectations, Meeting Expectations, Exceeding Expectations

## Appendix E SWOC Analysis Staff Questionnaire

For the context of this questionnaire, “**international programs and activities**” is broadly defined as any work that Selkirk College is doing that has an international focus. For example, “international programs and activities” may include, but is not limited to the following areas: university/college programs, study abroad programs, teaching and learning process, curriculum, student services, Co-op and employment services, international/intercultural events, extracurricular activities, foreign language study, English language programs, or community education and activities.

### **Question/Response:**

Three questions are multiple choice. Please choose the most appropriate option/s. All other questions are open-ended. Please type your responses to the open-ended questions in the comment boxes. If you are unable to respond to a question, you may leave a blank response. Please complete this survey independently. You can go back, by clicking "Prev", to change or delete your responses.

1. The following statements outline the targeting criteria for participation in this questionnaire. Which, if any, of the following criteria describes your involvement with international programs and activities at Selkirk College? (Check the most appropriate response).
  - A) I have experience with international programs and activities at Selkirk College.
  - B) I have worked with at least one international student, either in a classroom environment or providing student services.
  - C) Both A and B.
  - D) None of the above.
  
2. I have experience with the following international activities and programs at Selkirk College. (Check all that apply).
  - university / college programs
  - study abroad programs
  - teaching and learning process
  - curriculum
  - student services
  - Co-op and employment services
  - international/intercultural events
  - foreign language study
  - English language programs
  - community education and activities
  
3. In your opinion, what is the purpose of international programs and activities at Selkirk College?
  
4. Do you think international programs and activities are important? Why or why not?
  
5. What are the greatest strengths of Selkirk College’s current international programs and activities?
  
6. How do you think Selkirk College could improve its current international programs and activities?
  
7. What international programs and activities could Selkirk develop in the future?
  
8. What factors outside of Selkirk College might challenge international programs and activities in the future?
  
9. Do have any other comments? If yes, please share them here.
  
10. This marks the end of the questionnaire. Please confirm whether you would like to submit your responses, or withdraw from the questionnaire.
  - A) Submit my responses.
  - B) Withdraw from the questionnaire.

## Appendix F SWOC Analysis Student Questionnaire

For the context of this questionnaire, “**international programs and activities**” is broadly defined as any work that Selkirk College is doing that has an international focus. For example, “international programs and activities” may include, but is not limited to the following areas: university/college programs, study abroad programs, teaching and learning process, curriculum, student services, Co-op and employment services, international/intercultural events, extracurricular activities, foreign language study, English language programs, or community education and activities.

If you feel your experience with international programs and activities is limited, consider any experience where you may have encountered an international dimension. For example, you may consider what it is like interacting with students from different countries or regions, how intercultural exchange impacts your learning or your campus-life /school experience.

### **Question/Response:**

The first question is multiple choice. Please check the appropriate option/s. All other questions are open-ended. Please type your responses to the open-ended questions in the comment boxes. If you are unable to respond to a question, you may leave a blank response. Please complete this survey independently. You can go back, by clicking "Prev", to change or delete your responses.

1. You need to meet the following criteria for participation in this questionnaire:

- a current Selkirk College student who has experience or opinions on the international experience at Selkirk College
- a student who has studied at Selkirk for at least one semester
- 17 years of age or older

Please indicate whether you meet the criteria.

- A) Yes, I meet the criteria
- B) No, I do not meet the criteria.

2. Which program of study are you currently enrolled in?

3. Are you an international or a domestic student? And, what is your nationality?

4. In your opinion, what is the purpose of international programs and activities at Selkirk College?

5. Do you think international programs and activities are important? Why or why not?

6. What are the greatest strengths of Selkirk College’s current international programs and activities?

7. How do you think Selkirk College could improve its current international programs and activities?

8. What international programs and activities could Selkirk develop in the future?

9. What factors outside of Selkirk College might challenge international programs and activities in the future?

10. Do have any other comments? If yes, please share them here.

11. This marks the end of the questionnaire. Please confirm whether you would like to submit your responses, or withdraw from the questionnaire.

- C) Submit my responses.
- D) Withdraw from the questionnaire.

## **Appendix G**

### **Pre-research information for ISP Advisory Committee participants on stakeholder identification and analysis**

#### Stakeholder Identification and Analysis

##### Context:

As part of the background research for the Internationalization Strategic Plan (ISP), Robyn Joyce (UVic MPA student), is inviting advisory committee members to participate in a pre-planning activity, which is called a stakeholder identification and analysis. Before participating in the research activity, please refer to the invitation to participate email and the signed consent form.

##### What is a stakeholder?

For the context of the research activity, we will refer to the following definition of stakeholder:

“A *stakeholder* is defined as any person, group, or organization that can place a claim on an organization’s (or other entity’s) attention, resources, or output, or is affected by that output” (Bryson, 2011, p.48).

##### What is stakeholder identification and analysis?

Stakeholder identification and analysis is a pre-planning activity wherein a planning group (in this case the ISP Advisory Committee) identifies who the stakeholders are and what their expectations of the organization might be. In the case of Selkirk’s Internationalization Strategic Plan (ISP) development, the Advisory Committee will be asked to help identify the following, based on their perspectives and experiences:

- 1) Who are the internal and external stakeholders?
- 2) What are stakeholders’ expectations?
- 3) How well is the organization (Selkirk) meeting the stakeholders’ expectations?

There are several types of stakeholder identification and analysis techniques. The researcher will draw on Bryson’s Basic Analysis Technique (Bryson, 2011, p.133), but has made adaptations to suit the conditions of the ISP Advisory Committee and the research aims. In this Basic Analysis Technique, stakeholders’ expectations are determined based on what the planning team thinks stakeholders want (Bryson, 2011, p.135-136). What this means is that the planning committee members draw on their experiences and perspectives to provide insight on what they believe stakeholders’ expectations are. In this activity, we are not able to ask all stakeholders themselves what their expectations are, but we are able to make educated assumptions. Bryson suggests that there are benefits to this approach: it is efficient and it may provide a more honest account because some stakeholders may not be able to profess their expectations publicly (Bryson, 2011, p.136). Because the advisory committee is diverse, representing various stakeholders, this technique will allow us to explore the possible expectations of a wide range of stakeholders. Thus, the advisory committee will be asked to develop expectations criteria for the stakeholders that they can provide insight into. Advisory committee participants may choose not to develop criteria for all of the stakeholders. They will be asked to complete criteria for as many stakeholders as they can; it is expected that each individual committee member will have insight into certain stakeholders and their respective expectations.

##### What is the purpose of stakeholder identification and analysis?

It is recommended that stakeholder identification and analysis occur before other stages of the planning cycle in order to inform the organization’s performance criteria and identity (Bryson, 2011, p.132). Bryson has argued “that if an organization has time to do only one thing when it comes to strategic planning, that one thing ought to be a stakeholder analysis” (2011, p.132). The primary reason for this is because stakeholder satisfaction is crucial to the organization’s success (2011, p.132). A stakeholder analysis can help decision makers increase their understanding of the organization’s context; it can help to identify the various relationships an organization has (or could have) with its internal and external stakeholders (Bryson, 2011, p.48). It helps us account for what stakeholders may want, and determine whether the organization is currently meeting expectations. A stakeholder analysis can inform strategic issue identification and the development of strategies (Bryson, 2011, p.48). Internationalization impacts various individuals, groups and organizations from inside and outside the institution. The success of internationalization is highly dependent on support from various stakeholders. Thus, it is important to consider

which approaches to internationalization are most strategically advantageous and widely supported, according to both internal and external influences. Determining stakeholder's expectations, and considering the criteria in which they judge internationalization, is central to determining what direction the formal plan should take.

#### References

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**Appendix H**  
**Summary of Current and Future Strategies and Resources**

Selkirk College	Current (what is)	Future (what should be)
Strategies	<ul style="list-style-type: none"> <li>• Internationalization / interculturalization professional development for staff</li> <li>• Bringing experts to deliver pro-d</li> <li>• Collecting feedback from staff</li> <li>• Peer-tutoring and Partnership Program (partnering international and domestic students)</li> <li>• Study abroad (however, needs to be increased)</li> </ul> <p><u>International student enrolments growth management:</u></p> <ul style="list-style-type: none"> <li>• The institution is not trying to limit growth, but rather manage it</li> <li>• International student enrolments limited / determined only by capacity</li> <li>• Get feedback from college community on impacts of growth</li> <li>• Departments strategizing to ensure student success</li> </ul> <p><u>Wider community engagement:</u></p> <ul style="list-style-type: none"> <li>• Home stay program</li> <li>• Hosting events for home-stay</li> <li>• Engage / communicate with community organizations, committees, groups</li> <li>• Internationalization meetings / planning meetings</li> <li>• Staff involvement in conferences</li> <li>• International travel and recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Increase study abroad opportunities</li> <li>• Increasing overseas opportunities</li> <li>• Promote study abroad</li> <li>• Develop financial supports for study abroad (i.e.: scholarships)</li> <li>• Intercultural certificate / training for staff</li> <li>• International-domestic student buddy program</li> <li>• Collaborate with school districts</li> <li>• Engage and support the wider community</li> </ul> <p><u>International student enrolments growth management:</u></p> <ul style="list-style-type: none"> <li>• Raise / refine entrance requirements</li> <li>• Create programs on other campuses</li> <li>• Add new programs</li> <li>• Diversify international student population across campus and programs</li> <li>• Meet the education and program needs of both international and domestic students</li> </ul> <p><u>Wider community engagement:</u></p> <ul style="list-style-type: none"> <li>• Involve international students and college in community events</li> <li>• Involve community in international project, programs, activities</li> <li>• Communicate with / engage external stakeholders</li> <li>• Increase community public relations (educate and promote internationalization)</li> <li>• Share internationalization strategic plan</li> <li>• Study abroad</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• International education Staff: Student services coordinator, manager, department head, admissions secretary, admissions support, 2 recruiters and marketers (regional experts- China and Korea). 7 international administrative people.</li> <li>• Instructional support (Teaching and Learning Institute)</li> <li>• Student cultural assistants</li> <li>• Home-stay program / homes-stay families</li> <li>• Cost-recovery funding model</li> </ul>	<ul style="list-style-type: none"> <li>• Study abroad staff</li> <li>• Scholarships to support international opportunities (study abroad, exchange)</li> <li>• Increase staff as student numbers grow (P1)</li> <li>• Increase regional experts / marketers</li> <li>• Employment and immigration services / staff</li> <li>• Dedicate some funds (surplus) to internationalization</li> <li>• Update/add computers / IT / broadband</li> <li>• Exam space / labs / classroom space (capacity)</li> <li>• Exam invigilators</li> </ul>

		<ul style="list-style-type: none"> <li>• Co-op and work experience opportunities</li> <li>• Increase home-stay families (shortage)</li> </ul>
<b>Institution 2</b>	<b>Current</b>	<b>Future</b>
Strategies:	<ul style="list-style-type: none"> <li>• International student mobility / enrolments / recruitment</li> <li>• Targeting diverse markets</li> <li>• Leveraging existing partnership and projects</li> <li>• Involving wider community in internationalization process (project work abroad)</li> <li>• Project work abroad</li> <li>• working closely with upper management</li> <li>• study/ volunteer abroad</li> <li>• Scholarships for outgoing study / travel abroad</li> <li>• International partnerships with other institutions / governments</li> </ul> <p><u>International student enrolments growth management:</u></p> <ul style="list-style-type: none"> <li>• The institution is currently not trying to limit growth, but rather manage it</li> <li>• International student enrolments limited only by capacity</li> <li>• Diversifying international student population / recruitment</li> </ul> <p><u>Wider community engagement:</u></p> <ul style="list-style-type: none"> <li>• Involving staff / community in international project work</li> <li>• Volunteer opportunities for international students</li> <li>• International student involvement in community events (i.e.: parades, farmer's markets)</li> <li>• Intercultural / international day</li> <li>• Intercultural / international week</li> <li>• Correspond with media / invite media to events</li> <li>• Invite community to international events</li> <li>• Homestay program</li> <li>• Student volunteer work in community</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing overseas opportunities</li> <li>• Overseas campuses</li> <li>• Deliver home institution programs overseas in partnership with overseas institutions</li> </ul> <p><u>International student enrolments growth management:</u></p> <ul style="list-style-type: none"> <li>• N/R</li> </ul> <p><u>Wider community engagement:</u></p> <ul style="list-style-type: none"> <li>• Involve international students and college in community events</li> <li>• Involve community in international project, programs, activities</li> <li>• Communicate with / engage external stakeholders</li> </ul>
Resources:	<ul style="list-style-type: none"> <li>• International education staff</li> <li>• Homestay program / home-stay families</li> <li>• Free international calling for students</li> <li>• Student satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>• Increase staff as student numbers grow</li> <li>• Prayer room / quiet space</li> <li>• Increase access to transportation (local and regional)</li> <li>• Intercultural / internationalization pro-D and training for staff</li> <li>• Bring faculty and experts from other institutions to hold pro-D</li> </ul>

Institution 3	Current	Future
Strategies	<ul style="list-style-type: none"> <li>• Internationalization / interculturalization pro-d pro staff</li> <li>• Transnational and Contract training program</li> <li>• Student union involvement</li> <li>• Student-led / student club events</li> <li>• Study/ volunteer abroad (strong program)</li> <li>• Faculty-led field schools</li> <li>• Internationalization/ interculturalization as a strategic priority</li> <li>• Hosting instructors / students from other institutions</li> <li>• Peer tutoring (partnering international and domestic students)</li> <li>• Offshore programs</li> <li>• Project work abroad</li> <li>• International partnerships with other institutions / governments</li> </ul> <p><u>International student enrolments growth management:</u></p> <ul style="list-style-type: none"> <li>• The institution is currently not trying to limit growth, but rather manage it</li> <li>• Diversifying international student population / recruitment</li> </ul> <p><u>Wider community engagement:</u></p> <ul style="list-style-type: none"> <li>• Involving staff / community in international project work</li> <li>• Intercultural / international week</li> <li>• Engage / communicate with community organizations, committees, groups</li> </ul>	<ul style="list-style-type: none"> <li>• Development work and research</li> <li>• Student refugee program</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• International education staff</li> <li>• Instructional support</li> <li>• Well-staffed international department</li> <li>• Intercultural / International education centre</li> <li>• Internationalization planning committee</li> <li>• Global competency credential</li> <li>• E-portfolio bridging program (for students coming from other institutions)</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural / internationalization pro-D and training for staff</li> <li>• Bring faculty and experts from other institutions to hold pro-D</li> <li>• Invest in staff / faculty exchange</li> </ul>

**Appendix I**  
**Summary of Stakeholder Analysis Findings**

<b>Stakeholder's name: CEES /SAS (front line service departments)</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing? NY, ME, EE</b>
Resources match increase in international population	NY
Specific training to deal with needs of international students	NY/ME
Facilitate domestic / international interaction	NY/ME
Address a balance of diversity in international student population	NY/ME
Balance economic impact with teaching and learning	NY
Have a short/med/long-term plan (strategic plan)	ME

<b>Stakeholder's name: Business Community- Employers</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing? NY, ME, EE</b>
Labor force respects international students	EE
Conflict resolution training for staff (i.e.: dealing with harassment from customers)	NY
Work ethic of international students meets employers' expectations	ME
Employee social events (i.e.: Save-on cultural day)	ME
Business owners' event on hiring / supporting international students	NY
Provide student with information/training on Canadian work customs and employer expectations	NY
Provide training opportunities for students	NY
Help students with job application and identification of appropriate/suitable employers (i.e.: job search and resume/cover letter writing)	NY/ME
Support for students and employers who are recommended by the college (i.e.: College to liaise with employers; employers may contact Selkirk with updates)	NY
Education from Selkirk around internationalization/ intercultural training	NY
Encourage students to support local businesses	EE
Required level of language competence of international students	NY/ME
Selkirk to communicate ramifications (challenges/benefits) of employing international students	ME

<b>Stakeholder's name: Information technology officers</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing? NY, ME, EE</b>
Consistent backup of student files on LMS (i.e.: when user-name changes)	NY
More staff for student support	NY
Improve process for gaining initial login/password (i.e.: instruction of process provided in a large group)	NY

Server is reliable for exam-writing	NY
Fast and reliable Wi-Fi speed	NY

<b>Stakeholder's name: Student Union</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b> <b>NY, ME, EE</b>
Student body involvement / engagement	NY
Publicize benefits of student union	NY
Transit supports (i.e.: bus riding club)	NY
Social events	NY
Advocating for international students	NY

<b>Stakeholder's name: Resident managers/staff</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b> <b>NY, ME, EE</b>
Intercultural training	NY
Weekend supports for students	NY/ME
Social events that promote intercultural interactions	NY/ME

<b>Stakeholder's name: Housing/Accommodation/Local homeowners/Home-stay families</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b> <b>NY, ME, EE</b>
Housing market matching efforts	No response
Publicize opportunities for home-stays and student renters	NY
Intercultural training	NY

<b>Stakeholder's name: Citizens/local residents</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b> <b>NY, ME, EE</b>
Community engagement with Selkirk College on internationalization	NY
Opportunities for various community groups and Selkirk College to discuss internationalization (i.e.: platforms for discussion)	NY
Gain information and understanding about why Selkirk is internationalizing and the positive impacts (i.e.: presentations)	NY
Intercultural training/tools	NY
Selkirk College needs to publicize information about how community is/can be involved (i.e.: home-stays, volunteers)	NY
Intercultural social/mixing opportunities with the wider community	NY

<b>Stakeholder's name: International Department</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b>

	<b>NY, ME, EE</b>
Generously finance needed areas (support) with profits from international students	NY
Willingness to slowly adjust to changing situation	NY/ME
Help with managing international student numbers and addressing capacity issues	NY
Support and buy-in/participation in internationalization	ME

<b>Stakeholder's name: Public Transit (Bus Drivers)</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b> <b>NY, ME, EE</b>
Provide students with language skills and information on how to use the bus	ME
More frequent bus service to meet the study/work schedules and needs of students	NY
Students should be aware of bus riding etiquette	ME
Bus drivers should be polite and professional	ME

<b>Stakeholder's name: Peer Tutors</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b> <b>NY, ME, EE</b>
More study space	NY
Adequate number of peer tutors to international students	NY
Amount of hours allocated for each tutor	ME
Training/course for non-international peer tutors (i.e.: language barriers, cross-cultural training is missing)	NY
Training/course for international peer tutors	ME

<b>Stakeholder's name: Instructors</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b> <b>NY, ME, EE</b>
Intercultural education and training (Pro-D)	NY
Cultural education, focused on incoming populations and anticipated pressures	NY
Intercultural social / mixing opportunities	NY
Academic student support (i.e.: language support, writing, tutoring)	NY/ME
Intercultural / global education training (long-term)	NY
Adequate (larger) classroom space	NY
Supports for students (i.e.: counselors, study skills, peer tutors)	NY/ME
Orientation to cohorts	ME

<b>Stakeholder's name: Finance Department</b>	
<b>Stakeholder criteria (Expectations they have of the organization)</b>	<b>How well is the organization doing?</b> <b>NY, ME, EE</b>
Structured and measured expansion of international program so it	NY

does not impact domestic FTEs	
Meet recruitment targets and expectations for financial contributions	EE
Sufficient resources (staff/IT) to ensure seamless international money transfer	NY/ME