

EDUCATIONAL BENEFITS OF INTERNATIONALIZING HIGHER EDUCATION:  
THE STUDENTS' PERSPECTIVES

by

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## ABSTRACT

This study explored the educational benefits of institutional efforts to internationalize education as perceived and experienced by domestic and international undergraduate students at Queen's University in Kingston, Ontario, Canada. The intent of the study was to (1) understand the ways in which students reported benefiting from the range of programs and activities associated with Internationalization-at-Home initiatives, and (2) ascertain which of the three dominant internationalization frameworks (Global Competency, Academic Capitalism, and Academic Colonialism) likely inform the institutional practices experienced by these students.

Using a social-constructivist approach, this qualitative study employed an inter-related set of data collection instruments and processes including a web-based survey, focus group interview, and document analysis. Senior undergraduate students from the faculties of Arts and Science, Applied Science and School of Business, participated in the study which was carried out in 2007.

Four themes emerged from the analysis of data generated by the web-based survey and the focus group interview. Expressed as benefits to either the students and/or to the institution itself, these themes include: (1) a broadened knowledge and understanding of other nations, cultures, and global issues; (2) networking and the development of social and emotional skills; (3) the generation of revenue; and (4) contributing to the reproduction of Western knowledge. Overall, these themes collectively speak to the institution's internationalization goals, and a measure of commitment to more than one

internationalization goal, with less than a half of the student participants reporting that developing global competence was the main benefit derived.

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## LIST OF ACRONYMS AND ABBREVIATIONS

ACE	American Council on Education
AIDS	Acquired Immune Deficiency Syndrome
AU	Australian
AUCC	Association of Universities and Colleges of Canada
EU	European Union
CBIE	Canadian Bureau of International Education
CIDA	Canadian International Development Agency
CIS	Certificate in International Studies
CRCs	Canada Research Chairs
ERASMUS	European Community Action Scheme for the Mobility of University Students
GBP	Great Britain Pound
HIV	Human Immune Deficiency Virus
IaH	Internationalization at Home
IAU	International Association of Universities
IPO	International Programs Office
ISC	International Study Center
JRQ	Japanese Relations at Queens
NEWTS	New Exchange Transfer Student
NGO	Non-Governmental Organization
QMO	Queen's Medical Outreach



QPID	Queen's Project on International Development
QUIC	Queen's University International Centre
SOCRATES	European Education Commission Range of Programs from Primary through Secondary to Higher Education and Continuing Education
SIND	Studies in National and International Development
UK	United Kingdom
UN	United Nations
US	United States
WUSC	World University Services of Canada

## CHAPTER 1: INTRODUCTION

### Introduction

In the face of an increasingly complex, global and competitive environment, internationalization has become an important strategic priority for many countries, governments, and higher education institutions, and the process has accelerated dramatically worldwide (International Association of Universities, 2005; Murphy, 2007). Mestenhauser (2005) has pointed out that there is broad agreement among scholars and practitioners that internationalization is no longer a choice but has become an urgent necessity. Evidence of this urgency can be found in the 2005 International Association of Universities (IAU) survey, that revealed that the vast majority of institutional leaders around the world believe that internationalization is of utmost importance, and the number of higher education institutions that have moved from an ad hoc to a planned approach towards internationalization has increased.

Internationalization is a complex, multidimensional concept that has been defined in different cultural contexts, including the disciplines (Ellingboe, 1998) and geographies (Mestenhauser, 1998). However, these variations in emphasis and direction tend to share some similar characteristics as explained by Altbach (2002) and Knight (1994). Altbach (2002) noted that “internationalization refers to the specific policies and initiatives of individual institutions, systems, or countries that deal with global trends” (p. 29). This macro perspective of who is involved and with what is countered by Knight (1994) who focuses on a micro, institutional framing in which “internationalization of higher

education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college” (p. 3).

It is generally agreed in the literature, that internationalization of higher education is one of the ways countries respond to the impact of globalization (Huang, 2002; Knight, 1999; Lemasson, 1999), sometimes these two terms are used interchangeably. Although interrelated, the terms differ in meaning, and serve different purposes. Globalization is a newer concept that has come into common usage since the 1980s, and refers to the development of increasingly integrated economic, technological, political, cultural systems and relationships that transcend national borders and operate in real time (Bloland, 2005; International Monetary Fund, 2000; Kellner, 2002; Marginson & Rhoades, 2005). Depending on one’s philosophical or political perspective, globalization has both positive and negative connotations. Supporters of globalization present it as beneficial, generating fresh economic opportunities, political democratization, cultural diversity, and the opening to an exciting new world, while its critics see it as harmful, bringing about increased domination and control by the wealthier overdeveloped countries over the poor underdeveloped countries (Kellner, 2002). Regardless of the views, global forces and processes have a major and growing impact on higher education. Globalization has forced governments and higher education to examine their operations critically, and has presented opportunities for the sharing of ideas among institutions of the world.

### *Background to Faculty Involvement in International Activities*

The relationship of the Canadian university and its faculty with internationalization grew out post World War II efforts to alleviate poverty and other economic disparities associated with war (Bond & Scott, 1999; de Wit, 2002; Knight, 1999, Shute, 1999, 2002; Vertesi, 1999). As the only federal organization charged with the responsibility for Canada's aid program, the Canadian International Development Agency (CIDA) sponsored work by university academics, and non-governmental organizations (NGOs) such as the volunteer student movement (e.g. World University Services of Canada) involved in development work, and played a critical role in the early internationalization of education (Bond & Scott, 1999; Knight, 1999; Shute, 1999; Vertesi, 1999).

Facing changing economic, cultural and political realities and an emerging global economy in the 1980s, higher education institutions began to accentuate the importance of internationalization (Shute, 1999; Vertesi, 1999). By the late 1980s, with economic difficulties facing many countries, and reduced government spending on higher education, institutions were forced to find ways to fund and maintain the quality of education offered. Faculty were forced to rely more and more on external funding for their research, and institutions looked to recruit more international students who, in most provinces, are still charged much higher student tuition and fees than domestic born students. At the same time, the Canadian university grasped the importance of producing graduates who could function in an increasingly globalized economy (Vertesi, 1999), an objective that could not be achieved solely through mobility-based programs. Mobility-

based programs were limited in that they did not pervade the entire campus, and could only engage a limited number of people. Thus, both mobility-based programs, as well as programs to provide all students on campus with an international perspective, were emphasized and intensified. According to Vertesi (1999), there was a rapid growth and investment in the number of mobility programs, and many Canadian universities added new courses, degrees or diplomas as the rationale for internationalization shifted to the need to increase the international literacy of Canadian students on campus who did not study or work abroad. These efforts to internationalize education have been classified by educators and scholars as: (a) mobility-based programs and (b) Internationalization-at-Home (e.g. Bond, 2003; Marginson & Rhoades, 2002; Mestenhauser, 2005; Nilsson, 2003; Torsten & Wende, 1997; Wachter, 2003).

#### *Internationalization-at-Home*

The concept of Internationalization-at-Home (IaH) was developed and implemented at Malmo University by Swedish scholar, Bengt Nilsson. IaH, according to Nilsson (2003), “is any internationally related activity with the exception of outbound student mobility” (p. 31). IaH includes international curricula and research, international co-curricular/extra-curricular activities, foreign language study, intercultural training, and international students and faculty on campus. The goal of IaH is to have international education pervade the university so that all students, faculty and staff are internationally engaged. Wachter (2003) points out that IaH includes two types of learning – the first is international learning, and the other is intercultural competence.

In recent times, internationalization of higher education in Canada is on a strong growth path, with various levels of government (federal and provincial), different types of institutions (education and business); and employers (public, private, and multi-national) paying attention to and providing support. Private sector initiatives, such as the Association of Universities and Colleges of Canada-Scotiabank awards to promote and support excellence in internationalization, have contributed tremendously to the international efforts at Canadian universities (Mallea, 2005). Universities from across Canada have participated in and received awards for efforts to internationalize their campuses. Johnston (2006) has pointed out that the commitment to internationalization as it appears in mission statements and in teaching and research activities, remains a strong feature of universities overall strategic priorities. The Federal Government of Canada established several policy initiatives to help support institutions' internationalization activities (Department of Foreign Affairs and International Trade, 1999; Citizen and Immigration Canada, 2006; University Affairs, 2005). These include the creation of a branch in Foreign Affairs and International Trade to promote international education, and Off-campus Work Program for international students in publicly-funded post-secondary institutions. At the provincial level of government, strategic plans have been developed by some governments outlining support to advance internationalization efforts (Government of Alberta, 2006; Government of Ontario, 2006; Government of Quebec, 2006; Manitoba Intergovernmental Affairs and Trade, 2005).

The increased emphasis on internationalization and the rapid growth in IaH programs and activities on university campuses nationally, has raised concerns by some

scholars as to the intent of such programs, and whether internationalization has more to do with the marketization and commodification of education (Anderson, 2001; Rhoades, 2005; Roberts, 1998; Slaughter & Leslie, 1997), or the colonization of education globally (Murphy, 2007; Selvaratnam, 1988). These two perspectives, plus the perspective publicly associated with IaH, the education for global learning, together constitute a three foci conceptual model which shapes this study.

The three perspectives are described in the literature as academic capitalism, academic colonialism, and the development of global competence, and can work independently, or in combination with each other. Academic capitalism describes the phenomenon of universities' and faculty's increasing attention to market-like behaviors to secure external funds (Rhoades, 2005). Scholars of the second view take the position that internationalization has strengthened Western intellectual imperialism (academic colonialism) and the dependency status of higher education institutions and research in Third World countries (Murphy, 2007; Selvaratnam, 1988). Supporters of the third perspective - the development of global competence, see internationalization as important in enriching the learning experience of students by educating them to develop knowledge about other nations and cultures, and enhance their abilities to function as global citizens in the global marketplace (Bartell, 2003; Ellingboe, 1998; Hayward, 2000; IAU, 2005; Queen's University Strategic Plan, 2006).

Queen's University, the site of this study, has over the years, explicitly stated that its goal for internationalization was to educate students to gain a global perspective in order to function effectively in the rapidly globalized environment. Queen's University

has continuously recognized the importance of internationalizing its campus, and has reaffirmed its commitment to deepen its international engagement in its strategic plans (Report on Principles & Priorities, 1996; Queen's University Strategic Plan, 2006). The three faculties under investigation in this study have also placed significant emphasis on internationalization in line with the university's mission (Faculty of Applied Science, 2006; Faculty of Arts & Science, 2006; Undergraduate Program in Commerce, 2006/2007).

These explanatory frameworks, which arise from the literature on internationalization, were used to place Queen's internationalization commitment and practices. What then are the experiences of students of internationalization at Queen's University? Do the experiences and perceptions of students of the internationalization programs and practices reflect Queen's assertion in its strategic plan that the goal of internationalization is that "graduates will gain a global perspective and obtain the skills and cultural understanding needed to thrive in the international environment" (Report on Principles & Priorities, 1996, p. 3). On the other hand, does this particular institution promote academic colonialism or academic capitalism, two other possibilities imagined by the conceptual framework outlined above?

It has been shown by research and institutional records that the benefits of mobility-based programs are limited to less than 10% of undergraduate students (Nilsson, 2003). With the limitations of study abroad programs to impact all students, IaH programs are seen to provide far greater benefits to all students (Marginson & Rhoades, 2002; Mestenhauser, 2005; Nilsson, 2003; Torsten & Wende, 1997; Vertesi, 1999;



Wachter, 2003). English (1998) noted that the outcomes of overseas study and travel have been extensively researched, and that virtually all self-studies or surveys of international activities in our universities produce long lists of accomplishments and document large number of programs to verify the existence of a significant international component, while Mestenhauser (2002) has expressed concern that very little is known about what students actually learn through their studies. In addition, several researchers and organizations have expressed concerns that there is limited research on internationalization from the students' perspectives (e.g. American Council on Education, 2005; Bond, 2003; Bowry, 2002; Chang, Denson, Misa, & Saenz, 2006; Chen, 2006; Grayson, 2004; Mestenhauser, 2002; Rowan, 1993; Yang, 2005). Thus, in recent times, studies have been emerging on the benefits of IaH programs to students, taking into consideration the students' perspectives. Hence the aim of this study is to focus on the benefits of IaH to students at one university in Canada. This study will examine students' perspectives of IaH activities at Queen's University, within the conceptual framework based on the three presumptions of internationalization intent and goals (a) the development of global competence, (b) academic capitalism, and (c) academic colonialism).

#### Purpose of the Study

The purpose of this study was to (a) understand the ways in which students reported benefiting from the range of programs and activities associated with Internationalization-at-Home (IaH) initiatives, and (b) to ascertain which of the three dominant internationalization frameworks (Global Competency, Academic Capitalism,

and Academic Colonialism), likely inform the institutional practices experienced by these students.

Further, the data generated by students' experiences and perceptions formed the basis of situating this university's commitment to internationalization within a new conceptual framework that I have developed for the purpose of this study. The study is situated within a social-constructivist perspective, which recognizes the importance of students constructing their own meanings and interpretations of the experiences, or lack of it, with specific internationalization programs and activities on the Queen's University campus.

Five broad research questions guided this study:

1. What were the students' reasons for attending university?
2. What did the students hope their education would enable them to do?
3. In what ways, if any, did formal studies contribute to an internationalized education?

In what ways, if any, did the co-curricular/extra-curricular activities contribute to an internationalized education?

4. To what extent does the mix of domestic and international students contribute to an internationalized education?
5. Overall what are the educational benefits of attending this university?

### Rationale

Internationalization of higher education has reported becoming an urgent necessity (Mestenhauser, 2005) in the face of an increasingly globalized environment. In

formulating strategies for internationalization, it is important that universities consider not only the opinions of all stakeholders in education (including students), but the extent to which institutional goals are in reality being accomplished in practice.

Prominent scholars in the field of internationalization have expressed concerns that there is limited research on Internationalization-at-Home activities, in contrast to the extensive literature on the benefits of mobility-based schemes. Additionally, there is limited research on internationalization from the students' perspectives. Students are the ultimate 'target' of internationalization activities, the ones whom the policies are seeking to influence, so their perceptions are very vital and need to be considered. In recent times, however, research on internationalization from the students' perspective has been emerging (ACE, 2005; Bowry, 2002; Chang, Denson, Misa, & Saenz, 2006; Chen, 2006; Grayson, 2004; Rowan, 1993; Yang, 2005), but most of these have focused on the perspectives of international students only. And internationalization is not a "one way process," the perspectives of domestic students are also important. Also, some of these studies have limited their investigations to the study of the experiences of specific international student groups. Mestenhauser (2002) expressed concern that little if anything is hardly known about how students are internationally educated. It is against this background that this study was undertaken.

#### Contribution to Research

This study is intended to contribute to the research on Internationalization-at-Home scholarship, and to raise policy questions concerning the goals and practices of internationalization, especially from the students' perspectives. Furthermore, by including

international as well as domestic students, provides an opportunity to raise questions about “taken for granted” assumptions about the impact of international students on what domestic students learn about internationalization. Open-ended questions provided for students to formulate their own ideas and beliefs, in contrast to most internationalization studies that give or otherwise limit students’ voices. In this way, the results of this study will serve as indicators of educational benefits of the various goals of Internationalization-at-Home. This study has the potential to help university leaders understand that a student’s perspective can make a genuine contribution to the achievement of their internationalization goals.

#### Organization of the Thesis

Chapter 1 has provided an introduction to the basic ideas and concepts that will be used in this thesis, while Chapter 2 introduces the relevant literature. The review of the literature offers a brief snapshot of the history and rationale of internationalization, and institutional and governmental strategies in both developed and developing countries. The elements of internationalization are discussed along with research on internationalization from the students’ perspectives. The section concludes with the three perspectives on internationalization.

Chapter 3 outlines the methodology employed to generate the data for the study. It discusses the research site used in this project, and then discusses the characteristics of the participants and how they were recruited. The data collection procedures and the instruments are described, and this chapter concludes with the conceptual frameworks used to analyze the data.

Chapter 4 presents a synthesis of the findings from the web-based survey and focus group interview, which include the four main themes generated from the students' data. This is followed by a summary of the main themes on internationalization at Queen's University.

Chapter 5 introduces the major themes which emerged from the analysis of the web-based survey and focus group interview, and then discusses these themes within the three-foci c conceptual framework. This is followed by a summary.

Chapter 6 presents the conclusions and next steps in this research. An overview of the study is presented, followed by the major findings and implications for research. I then make suggestions for future research on specific areas of the internationalization process, followed by the students' recommendations.

## CHAPTER 2: REVIEW OF THE LITERATURE

During the last two decades, universities worldwide have come under increasing pressure to adapt to rapidly changing social, technological, economic and political forces emanating from the immediate, as well as from the broader postindustrial external environment (Bartell, 2003). One manifestation of the global forces of change is the increasing intensity in internationalization efforts of higher education institutions. This literature review provides a brief overview of the trends in internationalization, highlighting history and rationale, institutional and governmental strategies, elements of internationalization, as well as internationalization from the students' perspectives.

### Issues and Trends

#### *History and Rationale*

Internationalization in higher education is not a new phenomenon, nor does it take place only in Western universities. The concept is varied and the processes involved are complex having been shaped over the centuries by changes in the internal and external environments. Factors such as the large-scale influences of the two world wars with the resultant drive for peace and understanding; national security and foreign policies; Cold War politics; technical assistance and development cooperation; trade; ignorance of world geography, people and culture; globalization and the concomitant technological developments, have all influenced the basic assumptions, values, practices and histories of internationalization of higher education during the last century (e.g. Allaway, 1991; Bond & Scott, 1999; de Wit, 2002; Knight, 1999; Merkur'ev, 1991; Vertesi, 1999). As de Wit (2002) noted, the early development of international education between World Wars

I and II was strongly driven by private initiatives and by the political rationale of peace and understanding. Countries such as the United States (US), United Kingdom (UK), Australia, and Canada saw developing countries as important regions in which to expand their political and economic power. As such, these countries, for varying reasons and to varying degrees invested in development aid programs designed to build economic, political, educational, and personal ties and relationships, and that included faculty members from the various country universities. Up until the early 1980s, most international development aided some degree of humanitarian focus, but with the onset of nearly two decades of budget cuts imposed on universities, what was once seen as a contribution to peace building took on vestigates of cash generation projects for the chronically under-funded universities.

By the late 1980s, there were competing motivations, well developed within and among different countries with regard to the ways in which they viewed their role with international development, and what could be gained from their investments. With regard to the United States (US), de Wit (2002) pointed out that for most of the 20th century, national parochial arrogance motivated the international dimension of education.

In the UK, economic difficulties of the 1980s, brought about a shift in its education system from one in which international relations were based on aid to relationships based on trade (Vertesi, 1999), as reflected in a number of high profile policy changes. Higher education policy thus mirrored the general economic policy direction, one based on “market forces.” Overseas students in higher education were required to pay the full economic costs of their tuition, and the major role of higher

education institutions were to serve the economy more efficiently and have closer links with industry and commerce, and promote enterprise (Elliott (1997). The UK was also seen as the pioneer of new forms of quality assurance in the delivery of ‘virtual’ international education (offshore course delivery), a format and venue for internationalization later picked up and implemented by Australia.

Following the UK’s model, a national policy change in Australia in 1986, resulted in a shift in its emphasis of the international dimension in higher education from aid to trade, to internationalization in the last three decades (Knight, 1999). There was a countrywide approach to the systematic recruitment of full fee-paying international students, and according to Wendy Jarvis, Australia’s Deputy Secretary of Education, Australia has had great success in attracting foreign students (Tamburri, 2005). International education is now one of Australia’s fastest growing export sectors. Since the mid-1990s, there has been increased interest and investment in student exchanges, curriculum changes, and other activities to internationalize the educational experience of Australian students (Knight 1999).

In Canada, the Canadian International Development Agency (CIDA), and non-governmental organizations (NGOs) such as the volunteer student movement, and faculty members involved in development work, played a critical role in the early internationalization of education (Bond, & Scott, 1999; Knight, 1999; Shute, 1999; Vertesi, 1999). CIDA established in 1968, sponsored work by university faculties, as well as by private and public-sector NGOs and community colleges. Student volunteers worked in a variety of technical capacities abroad (Bond, & Scott, 1999). By the late



1980s, international efforts shifted from aid to mutual benefit (which includes internationalization), to trade (Vertesi, 1999). The result was intense growth and investment in international-liaison offices, student-exchange coordinators, and institutional linkages. The number of mobility programs (special international degree and course development, student exchange and field-study programs, the presence of international students on campus, and work opportunities overseas) has grown enormously over the decades.

Canadian universities approach internationalization in various ways, given their diverse histories and political contexts. In Canada, education is the responsibility of the provincial government. Therefore, Canada does not follow one specific rationale, but has a fractured international education policy with many groups, sectors and people involved (e.g. Bond & Scott, 1999; Macaan, 2003). In the Province of Quebec, for example, cultural and political values seem to motivate the government's approach to international students, while cultural and academic rationales were predominantly found in Anglophone universities in the rest of Canada (Knight, 1999). The 2000 survey by the Association of Universities and Colleges of Canada (AUCC) of its members, shows the current trend in motives for internationalization in Canadian universities. The survey revealed that the three most important rationales for internationalization of Canadian higher education were in descending order (a) the preparation of internationally knowledgeable and interculturally competent global citizens, (b) the enhancement of scholarship for independence, and (c) the generation of income.

International co-operation not only occurred at the individual country level, but regional associations began to develop to promote collaborative work. In the EU, the European Commission programs such as ERASMUS and SOCRATES, have fundamentally influenced the international activities of many higher education institutions (Knight, 1999). ERASMUS is part of SOCRATES, the EU Communication Action Program in education. The aim of SOCRATES is to promote the understanding of the cultural, political, economic, and social characteristics of member states.

In conclusion, the motivation of nations and their institutions to internationalize higher education vary, but four dominant themes have emerged. The most commonly cited reasons in the literature were, alone or in some combination, political, economic, socio-cultural, and academic rationales, with some likely to dominate over others. The current trends on rationales for internationalization are reflected in the 2005 survey carried out by the International Association of Universities (IAU) of higher education institutions and national university member associations from 95 countries. The IAU survey identified four major rationales for internationalization at the national level. In rank order, the reasons were (a) competitiveness, (b) strategic alliances, (c) human resource capacity, and (d) international cooperation. The same survey found that the number one benefit to university students of participating in international programs and activities was the likely increase in international knowledge and intercultural skills accrued by students. Revenue generation was ranked low in the list of benefits, while the commodification and commercialization of higher education were seen as the major risks, which could compromise the quality of education.

### *National Policy Initiatives*

*Financial resources.* With internationalization in its many forms being important to the welfare of a country, it is not surprising that many governments have played an important role in the internationalization process of higher education. In Canada, education is the responsibility of the provincial governments and territories; hence there is no federal policy on internationalization. The Federal Government has, however, from time-to-time earmarked funds for the support of internationalization activities. Recently, the Government of Canada earmarked C\$6.5 billion in funding towards postsecondary institutions, student assistance, and university-based research over the next five years (AUCC, 2005). Of this, \$150 million is slated to improve access to international education opportunities for Canadian students to study abroad, for qualified international students to study in Canada, and for institutions to participate in international networks to promote the two-way flow of students. Other countries have, however, been financing international education for the last decade.

Johnston (2006) noted that since 2003, Australia employed a “whole of government” approach taken to Engaging the World Through Education.” A total of AUS\$113 million was invested to support a range of measures including prestigious scholarships to attract the best and brightest, fellowships for Australian language teachers to strengthen their skills abroad. In the UK, “Education UK,” a GBP £5 million overseas branding campaign promotes UK as a destination of choice for international students. In the EU, through ERASMUS, EU750 million was invested in study grants between 2000-

2006, and in 2004, EU230 million was invested to create over 100 new courses and to award 7000 grants to international students.

In China, the government has placed significant emphasis on internationalization of higher education, backed by substantial financial resources. Project 211 established in 1995 and Project 285 in 1998 were created to deliberately develop a number of high caliber universities and to improve the quality of over 300 key disciplines, with special emphasis on science and technology (Huang, 2002). By 2002, the central government had invested 18 billion RMB in 99 institutions – to create world-class universities and key disciplines.

*Other policy initiatives in countries.* In Canada, internationalization initiatives are supported by various sectors which include the federal government, provincial governments, and private organizations and associations. The Federal Government of Canada established several policy initiatives to advance institutions' internationalization activities (Department of Foreign Affairs and International Trade, 1999; Citizen and Immigration Canada, 2006; University Affairs, 2005). These include (a) the creation of a branch in Foreign Affairs and International Trade to promote international education; (b) funding to create Canadian Education Centers abroad, (c) the establishment of the Canada Research Chairs program to recruit and retain the world's top researchers, and (d) Off-campus Work Program for international students in publicly-funded post-secondary institutions.

At the provincial level of government in Canada, strategic plans have been developed by some governments who have responsibility for education. For example, the

Government of the Province of Ontario, in its 2005 budget, introduced “Reaching Higher Plan’ for post-secondary education (Ministry of Training, Colleges and Universities, 2006, August). This will provide cumulative investment of \$6.2 billion in Ontario’s post-secondary education and training system by 2009/2010. In addition, work began in 2005 on a coordinated marketing strategy to support institutional efforts to attract international students to Ontario. In the Province of Quebec, the Minister of Education launched its 4-pronged strategy for internationalization in 2002 (Government of Quebec, 2002, October). The four components are (a) education and training of Quebec’s citizens, (b) mobility of knowledge and people, (c) exportation of Quebec educational expertise, and (d) its participation in international forums on education and training. The Government of the Province of Alberta has developed its 20 year strategic plan which includes creating a vibrant cultural mosaic through international education (Government of Alberta, 2006). In the Province of Manitoba, the strategic plan “Reaching Beyond our Borders” outlines a vision to guide the Province’s international activities (Manitoba Intergovernmental Affairs and Trade, 2005, October).

Private sector initiatives have also contributed tremendously to the international efforts at Canadian universities. A major initiative has been undertaken by the Association of Universities and Colleges (AUCC) to promote and support internationalization. The AUCC, in partnership with Scotiabank introduced the AUCC-Scotiabank Awards for Excellence in internationalization in 1996 to recognize the achievements of Canadian universities in bringing an international perspective to the teaching, research and service functions of their campuses (AUCC-Scotiabank Awards,

2002). Institutions are judged in various categories which reflect the different dimensions of internationalization. These include (a) involving students in internationalization, (b) curriculum change, (c) international partnerships, (d) resources for internationalization efforts, (e) maximizing the contribution of research to internationalization and (f) enhancing internationalization through community outreach.

During the period 1997-2004, universities and colleges from all across Canada submitted 241 competitive entries, and won 29 awards (AUCC-Scotiabank Awards, 2002, 2004; Mallea, 2005). Universities from all across Canada have received these awards and this shows that institutions are making significant efforts to internationalize their campuses in varied ways. Thus, the federal and provincial governments of Canada, as well as the private sector have all presented a united front in the advancement and strengthening of the internationalization efforts at Canadian universities.

Like Canada, the US does not have a national policy for higher education. However, a new thrust to boost international education in the US was launched in January 2006, with the convening of a summit on international education. The summit was organized by the US State Department's Bureau of Educational and Cultural Affairs for university presidents. The summit focused on, among other things, strategies to attract international students and scholars to US institutions, the simplification of the visa process for international students, and special emphasis to studies in Chinese and Middle Eastern languages and cultures (Gold, 2006; Johnston, 2006).

Efforts to internationalize higher education are not only concentrated in the Western countries. As noted by Murphy (2007), non-Western developing countries have

also placed increasing focus on internationalization. For example, governments and universities of China and Japan have increasingly recognized the importance of exposing students to the ideas and cultures of different countries. In China, attempts toward a more open and market-oriented economy, and its membership in the World Trade Organization in 2001, have influenced internationalization of higher education (Huang, 2002). In the early phase of the educational reform, from 1978 to 1992, internationalization of higher education was motivated by a desire of the state to realize “the four modernizations” (industry, agriculture, defense, & science & technology). Since 1992, more diverse goals including academic and cultural, were factors of policy, leading up to the latter part of the 1990s, when strategies for internationalization became more involved in searching for a response to challenges from globalization (Huang, 2002).

In Japan, the internationalization of higher education was initiated by the government, who has been the most powerful agent of university reforms (Horie, 2002). Since 1983, the government established cooperation relationship with the private sector and used various resources to promote educational reforms at both the institutional and national levels. The main goals of the internationalization plan focused on improvements in the quality of the education and efficiency in administrative systems, as well as the increase in the number of international student enrolment. A national policy entitled “100,000 by 2000” plan was launched in 1983, to have 100,000 international students studying at higher education institutions in Japan by the year 2000. The plan was seen as a vehicle for “intellectual international cooperation,” as international students were viewed as an educational resource which could enrich education beyond the academic

contents that university offered. To help achieve these objectives, the government allocated more funding to secure human resources, established new international programs, offered national scholarships, and assisted the private and local agencies in providing educational services to international students. In the next section, the most common strategies used by higher education institutions to internationalize their campuses are examined.

### Elements of Internationalization

#### *Institutional Commitment*

It has become a popular trend in recent times for higher education institutions to create mission statements and strategic plans to affirm their commitment to internationalization. In Canada, the literature points to a growing commitment by institutions to internationalization in the decade of the 1990s, compared to prior decades. The AUCC (2006) case study research found that internationalization remains a strong feature of universities' overall strategic priorities. Canon and Touissignant (1999) pointed out that this formal commitment from a growing number of universities helps to explain many of the changes that have taken place or are now under way in Canadian universities.

In the US, Green (2002) pointed out that research by the American Council on Education (ACE) revealed that about one-third of institutions in the US, mention international education in their mission statements. At the global level, the IAU (2005) survey of its institutional members from over 90 countries on internationalization practices, revealed that the vast majority of institutional leaders around the world believe that internationalization is of utmost importance, and the increase in the number of higher



education institutions that have moved from an ad hoc to a planned approach towards internationalization has increased.

### *International Students*

The recruitment of international students appears to be the most visible and heavily emphasized aspect of the internationalization process in higher education institutions. In recent times, competition for international students among higher education institutions has intensified, and there has been a shift in the trend in international student movement (ACE Issue Brief, 2006). This could be attributed to a combination of factors including, the entry of more developing countries into the market for higher education, more favorable national policies by some countries, and strong motivation to generate revenue, as well as, the belief that students will bring diverse perspectives to the universities. The top six host countries in international student enrolment from 1999 to 2003 were the US, UK, Germany, France, Australia and Japan (ACE Issue Brief, 2006). In 2003, of the 2.3 million international students worldwide, the US hosted 586,316, approximately 25%. This represented an increase of 19% over 1999. The US, while still the leading destination for international students, is now experiencing lower growth rates compared to the other major host countries. The weakening in the US market could be attributed to, among other factors, the lingering effects of the 2001 September terrorist attack, competition from other well-established markets, as well as, from developing countries that have increased their capacity and quality of higher education.

Countries outside the top six have also experienced rapid growth. For example, international student enrolment in Canada increased by 68% from 41,372 in 1999 to 69,328 in 2003 (Statistics Canada, 2004), from 44,711 to 77,715 or 74% in China (Huang, 2002), and by 11% from 6,988 to 7,738 in India (Government of India, 2006). Asia is now emerging as a competitive region for internationalization, and has replaced North America as Europe's second choice for international collaboration. China and India are the top sending countries for international student enrolment worldwide, followed by Korea, Japan, and Germany.

In Canada, the latest figure on international student enrolment in universities was 75,200 in 2004 (Statistics Canada, 2005). This represented a 7.3% increase over 2003, and 7.4% of total registrations. Provincially, Ontario, British Columbia and Quebec attracted about 75% of international students in 2004, with Ontario hosting and gaining the largest number. Over half of the foreign students are from Asia, of which China accounted for 46.4%.

There is widespread presumption that international students have positive educational effects on institutions as Bowry (2002) noted in a review of the literature over the past 2 ½ decades. It is assumed that international students provide diversity to the campus and can contribute a range of ideas and perspectives from different cultures. Rowan (1993) noted that the international prestige of the university could be enhanced by the presence of international students and the contributions graduates make on the international scene. International students represent globally identifiable patterns of problem-solving, decision-making, leaderstyles, thinking and reasoning patterns, and

communication styles (Mestenhauser, 2002); international students are valuable educational resource which enriches education beyond the academic contents that university offers (Horie, 2002); their contribution is essential if our universities are to become the truly open and international institutions we hope to offer to our own students (Canon & Touissignant, 1999).

ACE (2005) investigated students' experiences and beliefs regarding internalization in U.S higher education at eight institutions classified as "highly active. The findings revealed that students were most positive about the opportunities that international students presented to enrich the learning experience of domestic students. Chang, Denson, Misa, and Saenz (2006) used data drawn primarily from the Cooperative Institutional Research Program to examine the effects of undergraduate students' frequency of cross-racial interaction (CRI) on outcomes of openness to diversity, cognitive development, and self-confidence. They found that students who have higher levels of CRI reported significantly larger gains in their knowledge of and ability to accept different races/culture, growth in general knowledge, critical thinking ability and intellectual and social self-confidence than their peers who had lower levels. This is suggesting that diversity in the student population can have positive effects on students' overall education. On the other hand, based on his experiences working with international students, Mestenhauser (2002) expressed concern that international students are undervalued, underappreciated, neglected, and conceptually underdeveloped, while Vertesi (1999) noted that it would be a mistake to assume that there will be widespread spontaneous socializing between Canadian and non-Canadian students.

### *Internationalization of the Curriculum*

Internationalization of curriculum is recognized by educators and researchers as the most important of the internationalization strategies that can impact all students. Internationalization of the curriculum is seen as the one that can provide the only exposure to international education as many students will not study abroad, and will acquire international skills and knowledge on campus primarily in the classroom through courses with global themes (ACE, 2005; Bond, 2003; Ellingboe, 1998; Mestenhauser, 1998, 2002; Vertesi, 1999). This is because study abroad programs will be affected by socio-economic factors such as high tuition costs and living expenses, as well as family responsibilities in some cases (Bond & Scott, 1999).

“The programmatic roots of the internationalization of the curriculum can be traced to area studies programs, international studies, foreign language training, and subspecialties within specialities” (Bond, 2003. p. 1). With regard to internationalization of the curriculum in Canada, Shute (1999) noted that university curricula have been affected directly by development projects and particularly by the international experiences of faculty members who have participated in these projects in earlier periods.

Several researchers and institutional leaders contend that internationalizing the curriculum is probably the most difficult and complex strategy for internationalizing higher education (e.g. Bond, Huang, & Qian, 2003; Bond & Scott, 1999; Burn & Opper, 1982; Cogan, 1998; Ellingboe, 1998; Green, 2002; Mestenhauser, 1998, 2002). This somewhat may account for the slow progress being made in internationalizing the curriculum compared to other types of international activities.

The most common methods used by institutions to internationalize the curricula are the infusion of global themes, the creation of new international courses, and expansion of foreign language study. The principal method of internationalization of the curriculum, “infusion” can be found in most American and Canadian institutions of higher education (Bond, Huang, Qian, 2003; Mestenhauser, 1998).

The arguments put forward on the methods used by institutions to internationalize the curricula are mixed. Mestenhauser (1998) noted that faculty members tend to treat the international dimension as an add-on to the traditional content for which they are accountable. Dobbert (1998) is of the view that the standard type of university teaching – lecturing on international subjects, assigning texts that include global viewpoints, or insisting on a term paper that contains global material -- will not internationalize either students or the university. These methods, Dobbert noted, permit only passive, cognitive learning, and that the ability to function in another culture is acquired by polyphasic learning in an immersion situation. On the other hand, ACE (2005) is of the view that many students will acquire international skills and knowledge on campus primarily in the classroom through courses with global themes. Whatever method is used to internationalize the curriculum, Bond (2003) indicated that internationalization cannot be sustained without the curriculum, as the curriculum holds a special rarified status.

Several obstacles to curriculum internationalization have been identified by researchers. Obstacles such as, discipline incompatibility, time constraints of teaching schedule, lack of international knowledge, experience and skills of faculty, and little sharing of knowledge and expertise among colleagues locally, were noted by Bond,

Huang, and Qian (2003) as factors undermining any effort to internationalize the curriculum, and to educate students globally in Canadian universities. For example, some faculty in the Social Sciences were of the view that disciplines like Geography lend themselves to internationalization, while some faculties in medicine and law felt the focus should be local. It can be argued that other countries experience similar impediments.

Research on students' perspectives on internationalization of the curriculum revealed that there was a lack of diversity in the curriculum content, and students gave low marks concerning the international dimension in course work (e.g. ACE, 2005; Chen, 2006). On the other hand, the CBIE (2004) survey found that most students reported that both their courses and the institution they are attending have generally met or exceeded their expectations.

#### *Role of Faculty in Internationalization*

It is generally agreed by scholars and practitioners that faculty members have a crucial role to play in the internationalization process, especially, with regard to the internationalization of the curriculum (ACE, 2005; Bond, Huang, & Qian, 2003; Bond & Scott, 1999; Shute, 2002). According to Bond and Scott (1999), "faculty are the ones who hold the key to change, ... the ones whose perspectives on knowledge generate the design and structure of the curriculum, and it is the curriculum that shapes the educational experience of students" (p. 50). And as was discussed in the previous section, internationalization of the curriculum is the most difficult component of international education to implement, which makes the role of faculty a difficult one. To compound this problem, there was little support provided to enhance the internationalization skills of

faculty as reflected in several studies (e. g. AUCC, 2000; Bond, Huang, & Qian, 2003). Surveys by AUCC (2000) and Bond, Huang, and Qian (2003) reported that professional development to enhance the skills of faculty in the internationalization process was an area of concern. Bond, Huang and Qian (2003) also reported that over one-third of faculty members in Canadian universities have indicated that they or their colleagues lacked the international knowledge, skills, and experience, and saw these factors as undermining any effort to internationalize the curriculum.

The difficulty of internationalizing the curriculum and the lack of professional development support could in part have contributed to the low rating obtained by faculty, as shown in several studies on universities in North America. Rowan (1993), in a study of attitudes and opinions of international students studying in the College of Education at the University of Minnesota, reported that students appeared to be skeptical about the cross-cultural skills of faculty, felt that special courses useful to international students were never established, and the majority gave low marks concerning the international dimension in faculty activities, course work and student activities. The ACE (2005) survey of students' perspectives on internationalization in US higher education found that faculty engagement in promoting international learning was only moderate. Chen (2006), in an investigation of East Asian graduate students at two universities in Canada, found that the majority of students noted that faculty were in general helpful, but needed to be more understanding of their language struggle in the classroom and take account of their special needs in class. This position of faculty members in the internationalization process could however look different in the near future as illustrated in the latest 2006 survey by

AUCC. The survey reported that nearly 60 percent of respondents indicated that their institutions used workshops to help faculty members to internationalize their teaching/learning process which has contributed to growing levels of activities among faculty for internationalizing their courses.

#### *Role of Co-curricula Activities*

Co-curricular/extra-curricular activities are also considered important to students' international learning experiences. Co-curricular experiences include activities such as international house events and volunteer opportunities, international week, international student orientation, conferences hosted by clubs and student associations, festivals, sports and other cultural activities (ACE, 2005; Grayson, 2004; University of British Columbia, 2004). Grayson (2004) noted that previous research indicated that in addition to in-class experiences, co-curricular activities may have some consequences on educational outcomes, but that little research has been done to identify the degree to which international students engage in formal and informal out-of-class campus.

Research findings on co-curricular activities are mixed. Grayson (2004) assessed the academic and social experiences of international and domestic students entering the first year of four Canadian universities in Canada, and related their degree of involvement to educational outcomes. Grayson (2004) found that international students were as involved in co-curricular activities as domestic students, but found no significant relationship between certain co-curricular activities such as living in residence and educational outcome. The ACE (2005) study found that participation in co-curricular activities was low. The low participation was attributed to other commitments such as



work, family, lack of time, as well as competition among the numerous campus events. In interviews undertaken for the “Global Citizens’ Project,” at the University of British Columbia, many students said that living in campus residences and participating in residence programs increased their understanding of different cultures and made them better global citizens (University of British Columbia, 2004).

### Three-Foci Conceptual Framework

Three perspectives have been advanced on the role and motives for internationalization in higher education, that can work independently, or in combination with each other. They are (a) the development of global competence, (b) academic capitalism, and (c) academic colonialism.

Internationalization is viewed by many including governments, leaders of higher education institutions, and students, as a means of developing global competence. Two indicators of global competence are international knowledge and intercultural skills. Bartell (2003), Ellingboe (1998), Green (2002), Hayward (2000), Mestenhauser (2005), and Nilsson (2003) represent some of the researchers and scholars who have advanced the global competence perspective. Bartell (2003) noted that “students preparing for careers as the 21st century unfolds require global competence to understand the world they live in and to function effectively as global citizens in the global marketplace” (p. 66). According to Green (2002), “A committed minority of educators, has long insisted that learning about the world and about the interrelationship of national, international, and global issues is indispensable to a high-quality education” (p. 14). Mestenhauser (2005) noted that “students learning outcomes will range from acquisition of global knowledge

and a global perspective to the development of capacities that will allow them to work and act as global citizens” (p. 11). The American Council on Education (1995) has also emphasized that all undergraduates require contact with and understanding of other nations, languages, and cultures, in order to develop the appropriate level of competence to function effectively in the rapidly emerging global environment (as cited in Bartell, 2003, p. 49).

When students develop knowledge of other nations and cultures, this has important spin-offs. International knowledge is not only very important for the personal and professional development of students, but also for the development of life-long friendships, development of sustainable economies, as well as the promotion of greater cooperation and understanding among nations as participating students rise to leadership in their home and host countries (Allaway, 1991; Merkur'ev, 1991). Murphy (2007) also pointed out that students are more prepared to contribute positively to local, regional, national, and international progress because they develop the skills deemed necessary for the modern workforce and global conditions.

In Canada, the role of internationalization in developing global competence is well expressed at the institutional level. Karen Hitchcock, Principal of Queen's University, in her 2005 discussion paper “Engaging the World,” noted that “quality and excellence can only exist when an institution of higher learning is embedded in and engaged with the global society.” While the University of British Columbia, in its latest mission statement declared that the primary goal of the university was to prepare outstanding global citizens (Brandon, 2005). The above examples represent just two of the many expressions on the

goal of internationalizing higher education, to equip students with the necessary skills to function effectively in an increasingly complex and globalized world. The views expressed by these institutional leaders on internationalization goals are not rhetoric, but are being transformed into practice, as many Canadian universities have received awards in recognition of innovative programs that help to prepare students for a more global world (AUCC-Scotiabank, 2002, 2004).

The second view of internationalization on higher education is described in the literature as “academic capitalism” (Anderson, 2001; Rhoades, 2005; Roberts, 1998; Slaughter & Leslie, 1997). Academic capitalism describes the phenomenon of universities' and faculty's increasing attention to market-like behaviors to secure external funds, thereby forming close alliances with for-profit corporations. This includes institutional and faculty competition for funds such as grants and contracts, as well as student tuition and fees. In many countries, tuition fees for international students have increased drastically, and there is the systematic recruitment of international students. Australia, for example, according to Wendy Jarvis, Australia's Deputy Secretary of Education, has had great success in attracting foreign students due to the “entrepreneurial” approach of its universities and colleges (Tamburri, 2005).

Rhoades (2005) pointed out that academic capitalism, which was once most evident in the realm of patenting and technology transfer, pursued by a few research university faculty, now extends to instruction, the core educational function that touches all faculty and higher education institutions. And, according to Roberts (1998) education

is being transformed into a commodity, something to be produced, packaged, sold, traded, outsourced, franchised, and consumed and delivered through technology.

Despite the expansion in academic capitalism over the past decades, Rhoades (2005) argued that many people both within and outside academia are of the opinion that academic capitalism has minimal impact on higher education, as it is largely confined to the sciences, and generally involves particular departments within particular universities. Academic capitalism has both positive and negative effects. Rhoades (2005) pointed out that the advantages of academic capitalism include spill over effects on research and teaching, future consulting opportunities for faculty, employment of graduates, and equipment gains, while the disadvantages include threat to independent inquiry, significant time spent by faculty on entrepreneurial activities, as well as the potential for these activities to drive the reward and prestige structure of universities, to the detriment of their instructional and service missions.

Scholars of the third view are of the opinion that internationalization has strengthened “Western intellectual imperialism” (academic colonialism) and the dependency status of higher education institutions and research in Third World countries (Murphy, 2007; Selvaratnam, 1988). Despite the purported benefits of internationalization of higher education, Murphy (2007) pointed out that the process entails real and perceived risks or concerns. The risks include the adoption of foreign models, the potential loss of human and intellectual capital, and the associated weakening of the domestic university system. According to Murphy (2007), when students from Third World countries who study in Western universities return to their country of origin, they may imitate and

uphold Western models of institution building and professional academic norms in their home countries, while it is believed that students have learnt very little which can be applied (Murphy, 2007; Selvaratnam, 1988). In addition, there is the potential loss of human and intellectual capital when many students who study abroad do not return to their country of origin for various economic and political factors. Thus according to Murphy (2007), the domestic university system is weakened by these occurrences. Selvaratnam (1988) noted that, despite the shared origins, goals and objectives of universities in Third World countries and their counterparts in the West, universities in Third World countries in particular are at a disadvantage in achieving equality in the generation and enhancement of knowledge through teaching and research within the international academia. Universities in developing countries are perceived as “dull copies” of their Western counterpart, thus making them irrelevant to the development of their economies.

#### *Queen's University Perspectives on Internationalization*

Over the past decade, Queen's University has highlighted internationalization as one of its strategic priorities in its policy documents (Queen's University Strategic Plan, 2006; Report on Principles & Priorities, 1996). One of the major goals of Queen's University was to deepen its international engagement in order to meet the changing demands of the globalized environment, using a variety of strategies. These included, increasing the number and types of opportunities for students to have an international experience, increasing the number and types of opportunities for international students to experience Queen's University and interact with students, faculty and staff; including

more international content in the curriculum; improve assistance for international students, including financial aid and other support services; increasing the frequency and range of international research partnerships by Queen's faculty; and supporting the contributions by members of the university community to issues of international development.

It is expected that students will benefit positively from the internationalization activities implemented at Queen's University, as expressed in the policy documents over the last decade. As stated in the Report on Principles and Priorities (1996), the goal of internationalization is that "Queen's graduates will gain a global perspective and obtain the skills and cultural understanding needed to thrive in the international environment" (p. 3). And, according to the Queen's University Strategic Plan (2006), the institution will respond to the changing global environment by "ensuring that every student will develop an enhanced appreciation of the international facets of their studies and the necessity to be mindful of international contexts whatever their field of study" (p. 26).

At Queen's University, internationalization has and continues to be a major strategic priority. Queens has stated that its graduates were expected to "gain a global perspective and obtain the skills and cultural understanding needed to thrive in the international environment" from the internationalization programs and activities (Report on Principles & Priorities, 1996, p. 3). The goals of internationalization to educate students to become globally competent citizens at Queen's University have not only been made explicit at the general institutional level, but have also been emphasized at the faculty levels. Intentions and objectives outlined in faculties' brochures and booklets, as

well as in messages from the Deans, have all emphasized the importance of preparing broadly-educated leaders and citizens for the challenges of a global society as the major stimulus for internationalization (Faculty of Arts and Science, 2006; Faculty of Applied Science, 2006; School of Business, 2006/2007).

An examination of the institution's publications revealed that a number of academic courses with international focus were offered to cater to the international learning opportunities of students in the classroom. Many of the courses in the three faculties studied had international titles. For example, courses with international labels included "International Finance," "Global Retail Management," "Multicultural Music Education," "World Religions," and "Canada and the Third World."

Non-academic programs and activities have also featured prominently in the internationalization process at Queen's University. The three faculties studied - Faculty of Applied Science, Faculty of Arts and Science, and the School of Business, have pointed out that students' personal growth were enhanced through a broad range of extra-curricular opportunities. Over 500 student clubs and organizations including over 50 international student run clubs are in operation at Queen's University (Queen's University Viewbook, 2007). Included among them are the American Student Association, the Egyptian Coptic Club, Asian Cooking Club, Korean Christian Fellowship, African Youth Initiative, and the Film Society.

Queen's University has also recognized the importance of a diverse student population in the internationalization process. In Queen's University Strategic Plan (2006), it was stated that students would be exposed to a rich variety of perspectives and

opinions through their interactions with students from a wide range of international background, both on campus and abroad. Both the School of Business and the Faculty of Applied Science have pointed out that their faculties have attracted students from a wide variety of social, cultural and geographic backgrounds, which gave a rich diversity, and contributed multiple perspectives to discussions (Faculty of Applied Science, 2006; Undergraduate Program in Commerce, 2006-2007).

### Summary

Internationalization of higher education has accelerated in many countries and has become an important strategic priority for many institutions and governments. Governments and institutions have invested and continue to invest considerable resources in internationalization. Internationalization of higher education is seen as one of the ways a country responds to the impact of globalization. Internationalization is a complex, multi-dimensional concept that incorporates the conventional mobility based programs, Internationalization-at-Home programs, as well as offshore educational programs, among other elements. It is evident that institutions in their quest to internationalize their campuses, place significant emphasis on the number of international students. Studies that investigated students' perspectives on and experiences with internationalization found that most students generally have very positive impressions of the benefits they derive from their international learning.

Three perspectives have been advanced on the role and motives for internationalization in higher education: (a) the development of global competence, (b) academic capitalism, and (c) academic colonialism. At Queen's University,



internationalization is an important strategic priority. According to Queen's Strategic Plan, the main focus of internationalization is to enhance the international learning experiences of students. In the next section, the methodology for the study is presented.

## CHAPTER 3: METHODOLOGY

In this chapter, the methodology used in the conduct of the study is presented. The chapter has five main sections. The first section discusses the approach and conceptual framework which informed the study, followed by a description of the research site. Strategies for data collection, highlighting the characteristics of the participants, survey development and data collection procedures are presented in the next section. The fourth section outlines the data analysis strategies and sets the stage for Chapter 5 in which the findings are presented. The chapter closes with comments on the study's limitations.

### Approach

The first aim of this study was to understand the educational benefits of Internationalization-at-Home activities as experienced and understood by undergraduate students at one Canadian university. By focusing on students' experiences and perceptions related to this approach to internationalization, a qualitative methodology offered the approach and tools best suited to the study. Qualitative research has been defined differently by different scholars, but in general, it seeks to generate understanding rather than generalizability. It crosscuts disciplines, fields, and subject matter, and includes a range of approaches such as semiotics, narrative, phenomenology, ethnography, and case study (Denzin & Lincoln, 2005).

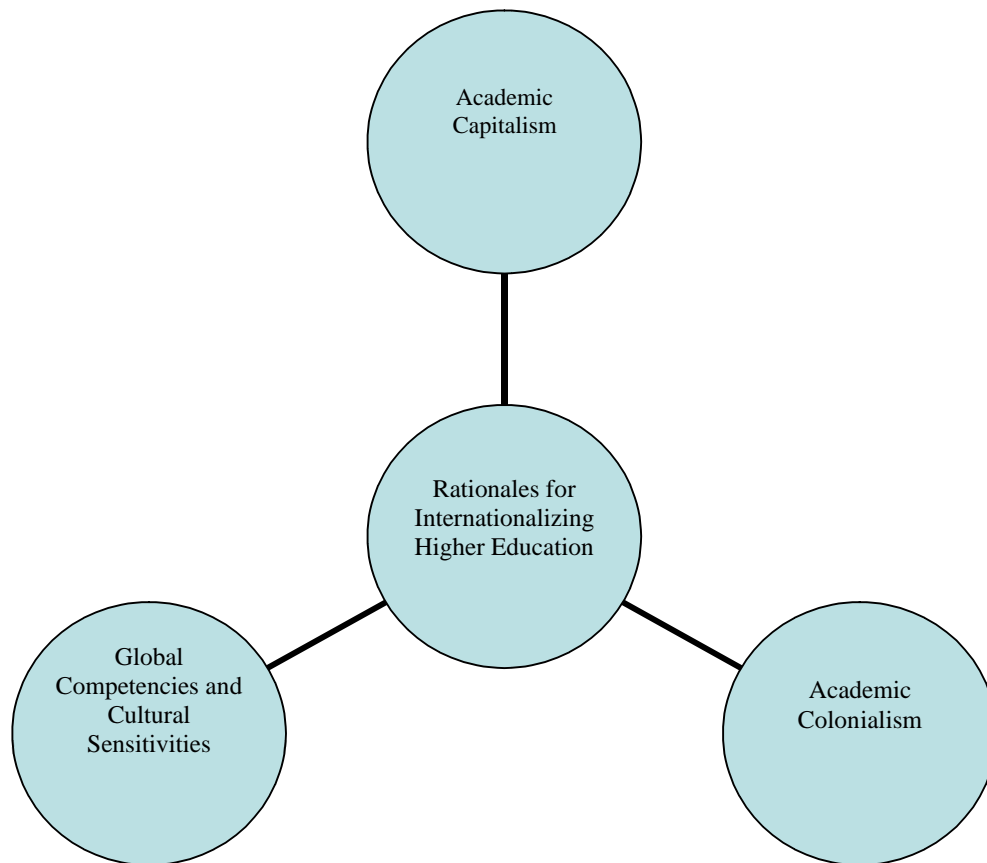
For this research, the specific qualitative approach utilized is the case study. "Case study is defined by an analytic focus on an individual event, activity, episode, or other specific phenomenon" (Shram, 2006, p. 106). The key defining characteristic of a case study, on which most researchers tend to agree, is that this approach involves the

exploration of a 'bounded system,' something identifiably set within time and circumstances (Schram, 2006). This study examined students' perceptions of the intent and consequence of learning-based activities that inform Internationalization-at-Home (IaH) on one campus (Queen's University), and involved data collection over a two month period; characteristics which conform to the case study method of a bounded system. In addition, according to Creswell (1998), case study requires multiple sources of information in the data collection process to provide the detailed, in-depth picture of the phenomenon being studied at a particular point in time. In this study, data sources included a survey, a focus group interview, and official policy documents and reports. Employing the case study approach allowed me to focus on a particular group (students) at Queen's University, their perceptions of IaH activities, and what can be learnt from this single case.

With my focus on students' perceptions and experiences, a social constructivist approach was in order as it recognizes that learning cannot be understood apart from its historical, cultural, social, and institutional contexts (Lattuca, 2002). Hence open-ended questions were used to allow students to construct their own meanings and interpretation of their experiences with internationalization activities in the social setting of one particular university.

The second aim of the study was to ascertain which of the three dominant internationalization frameworks (Global Competency, Academic Capitalism, and Academic Colonialism) likely inform the institutional practices experienced by these students. The three- foci conceptual framework was developed for the purpose of this

study and builds on major themes which appear in the literature concerning the reasons why universities participate in internationalization, and was used to organize the study and analyze the data.



*Figure 1:* Three- foci conceptual framework

### The Research Site

Queen's University, a medium-sized research intensive institution with a full-time undergraduate enrolment of approximately 14,000 students was the site for this study. Queen's University was chosen because it has, over the last few years, reiterated the importance of internationalization in a globalized and changing environment, and institutionally, it has expressed its commitment and support to internationalization in its policy documents (Report on Principles & Priorities, 1996; Queen's University Strategic Plan, 2006, December).

Internationalization activities undertaken at Queen's University reflect the conventional mobility-based programs, as well Internationalization-at-Home activities. These include study abroad, faculty exchange, internationalization of the curriculum, co-curricular international activities, institutional support services, and policy statements.

An examination of the institution's and the various faculties' brochures and websites reveals that Queen's University offers a number of academic and co-curricular program/activities to broaden the learning experiences of students. For example, in 1983, a visiting speaker series called "Studies in National and International Development" (SIND) was established to bring together faculty, graduate and undergraduate students to discuss issues of national and international development (Queen's University, 2004, November). To complement the SNID, the Development Studies program at the undergraduate level was established in 1997 (Queen's University, 2004, November). Development Studies examines the role of economic and political systems, culture, gender relations and physical environments as agents of change in countries in the South

and discusses their implications for North-South relations (Faculty of Arts and Science, 2006). The International Programs Office (IPO) in the Faculty of Arts and Science, in cooperation with the language departments offer a study option leading to the Certificate in International Studies (CIS). The objective of this program is to enhance students' undergraduate degree with a formal international program of study, as it combines language acquisition with cultural and interdisciplinary learning, and includes a study abroad component (International Programs Office). Many of the departments, for example, politics, religion, music, business, history, foreign language, among others, offer international courses as well as courses with international content.

Significant emphasis is also placed on co-curricular/extra-curricular activities at Queen's University to enhance the total educational development of students. Over 500 student clubs and organizations including over 50 international student run clubs are in operation at Queen's University (Queen's Viewbook, 2007).

Queen's University also provides study abroad opportunities for students. And, according to its policy document, Report on Principles and Priorities (1996), a major focus of its international activities is the Queen's International Study Center (QISC) at Herstmonceux Castle in the UK. At QISC, students can go to study for a term or year. Students also have the option to study at other universities, with which the institution has partnerships, for a part of their program.

To advance its international efforts, Queen's University has established several institutional support services. The Queen's University International Center (QUIC) was established in 1961, and has an extensive library of study abroad opportunities. In

addition, QUIC is staffed with Education Abroad Advisors to assist students in finding suitable study abroad programs, as well as, to provide support and advice for international students. The Center for International Management was established in 2004 to coordinate all international activities in the School of Business, create new partnerships with other institutions around the world and support the goal to further internationalize the School and create a truly international environment (Center for International Management). The International Programs Office (IPO) in the Faculty of Arts and Science provides assistance and information on study-abroad opportunities to students.

To further advance its internationalization agenda, Queen's University has continued to introduce a number of new initiatives. In 2004, the Critical Perspectives in Cultural and Policy Studies project was developed to foster international collaboration among researchers, teachers and students (Queen's University, Faculty of Education, 2004). The institution has also benefited from the Canada Research Chairs (CRCs) program established in 2000 by the Federal Government. The CRCs is used to appoint top researchers from around the globe (Queen's News Center, 2006, December) to diversify the faculty, as well as to contribute global perspectives to the teaching and learning. In addition, Queen's University has created its own Research Chairs program in 2002 to acknowledge distinguished faculty members who maintain an exceptional level of activity in their research and scholarly work, and achieves international pre-eminence in their field (Queen's University, Office of Research Services, 2003, July). Recognizing the need for managers to have first-hand knowledge of cross-cultural business practices, and to further strengthen its mission to prepare future business leaders for success on an

international scale, Queen's University School of Business introduced Canada's first-ever Masters of Global Management program in September 2007.

Another dimension of Queen's internationalization activities is its continued commitment to increase international student enrolment. According to Queen's Strategic Plan (2006), international students will contribute to the internationalization of the classroom, as such diversity in the student population "enriches the intellectual life of the institution" (p. 2). In fall 2005, Queens enrolled a total of 1,024 international students. This figure represents an increase of 9.6% over the previous year, and a 28% increase relative to 2001. With regard to undergraduate enrolment, there were 566 full-time undergraduate international students, representing 4.1% of total undergraduate enrolment (Queen's University Enrolment Report, 2005, November). Against the background of the foregoing discussion, it is therefore likely that Queen's University will provide a rich environment for my case study research.

## Data Collection

### *Student Participants*

Since one of the objectives of this study was to examine the educational benefits of Internationalization-at-Home activities from the perspectives of both international and domestic undergraduate students, and in order to get a sufficient number of international students for the study, I chose the three faculties at Queen's University with the highest number of international students.<sup>1</sup> The faculties were Arts and Science with the largest

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<sup>1</sup> International student is defined as a non-Canadian student who does not have "permanent resident" status and has had to obtain the authorization of the Canadian government to enter Canada with the intention of pursuing an education (Statistics, Canada, 2006, November).



number of international undergraduate students, followed by Applied Science, and the School of Business (Queen's University Enrolment Report, 2004). These three faculties enrolled over 90% of international students. Relative to total student enrolment, international students were few in numbers. In fall 2005, Queen's University enrolled 13,907 full-time undergraduate students, of which 4.1% were international students. I also chose to focus on the full-time undergraduate students with three or more years of study. Full-time undergraduate students represented approximately 68% of the total student population. I have assumed that the more senior students would have more awareness of the institution's internationalization activities, and could therefore contribute more depth to the research.

#### *Document Collection*

The second aim of the study was to ascertain which of the three dominant internationalization frameworks likely inform the institutional practices as experienced by these students. As such, information was also obtained from various policy documents of the institution. These included the strategic plans, annual budget reports, and enrolment reports, which were available on Queen's website. I also obtained physical artifacts such as the institution's general publication of all its programs, as well as, booklets and brochures from the Faculty of Arts and Science, Faculty of Applied Science, and the School of Business, the three faculties on which this study is based. These sources of data provided the institution's and faculties' specific policies and programs and activities on internationalization, which were used to make comparisons with the data gathered from the students' survey and interview in the data analysis.

### *Instruments*

Given that my study would benefit from having students with diverse backgrounds participate, I attempted to broadly include students in a variety of formats. I used two sources to obtain data from students, and an additional source (document analysis) to obtain data on the representation of the institution regarding its rationale (s) for internationalizing education. Using the combination of data sources will add rigor, breadth, complexity, richness, and depth to inquiry (Denzin & Lincoln, 2005), and will result in getting more valid and diverse perspectives (Golafshani, 2003).

*The Survey.* A survey was considered the best method to capture the perceptions of a large group of students in a short period of time (McMillan & Schumacher, 2001). The survey design was guided by the three-foci conceptual framework. The survey composed nine sections (see Appendix A). Sections 1 and 9 of the survey sought to gather information mainly for classification purposes, and served several purposes. It provided background information on the identifying characteristics of respondents that allowed me to eliminate respondents who did not meet the survey criteria set out in the methodology. Section 2 was created for this study and focused on students' choice of institution and expectations from a Queen's education. The questionnaire items in Sections 3-7 were adapted from research by ACE (2005), and focused on Internationalization-at-Home programs and activities, as well the educational benefits of these activities to students. These questions were modified to reflect an open-ended format that allowed students to construct their own ideas and opinions. Together, the questionnaire items in Sections 2-8 (see Appendix A) sought to ascertain students' perceptions of the educational benefits of

Internationalization-at-Home practices at Queen's University. The draft survey underwent several iterations as feedback was gathered from members of my thesis committee and students who were not otherwise involved with the study. The final version of the survey used in the data collection process is presented in Appendix A. Responses from these questions provided the themes which gave me an indication as to the perceived practices of the institution, and which inferred which of the three perspectives, either separately, or in combination was practiced by Queen's University.

*The interview.* A focus group interview was held following the close of the web-based survey and the identification of student participants. The group interview provided the opportunity to get more detailed information on students' perspectives of internationalization activities and the institution's focus, as the format is flexible, and the researcher can probe for clarification and solicit greater detail (Fontana & Frey, 2005). Questions included on the focus group interview grew out of the findings from the web-based survey.

#### *Data Collection Procedures*

After receiving ethical clearance from Queen's University General Research Ethics Review Board, the start of the exam period was not far off. The timing of starting the data collection process was therefore problematic, and affected participation in the focus group interview as discussed below.

*Web-based survey:* Data was collected through a web-based survey, although participants were given other options. Students could email me or contact me directly for a paper-based version and would drop it off in a box provided at the international center.

In order to personalize the survey and strengthen the response rate, with the professor's approval, I went to several classes in the three faculties to advertise the research. The survey was forwarded to students as a web link in an email letter through the three faculty offices undergraduate list serves, as well as through the listserve of the Queen's University International Center. Before accessing the survey, a participant was required to read the web-based Letter of Information (see Appendix B) obtained by clicking on the relevant icon. Participants were then required to click on the "Submit" icon to send the survey. The completed surveys were then converted to Microsoft Word, and then each participant was given an identification code.<sup>2</sup>

*Focus group interview:* The students were asked on the survey to indicate if they would be willing to participate in a focus group interview. There were no volunteers for the interviews identified by the survey, so I used several strategies to recruit participants. I sent out a reminder to students about the study through the three faculties' listserves (see Appendix C). I also used convenience sampling to solicit participants, although this method could produce a highly unrepresentative sample (Black, (2003). A list of "Clubs Associated with the International Center" was used to contact students, and I personally contacted students who were known to me. The result of the various strategies produced three volunteers for the focus group interview, Jane, Mary, and Sam (all pseudonyms).

Prior to the interview, each participant was given a Letter of Information outlining the purposes of the research and their rights as participants (see Appendix D). Participants

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<sup>2</sup> For example, participants with code identification SFAPSF5, SFASMI10, and SSBMD127 -where, S represent Survey, FAPS, Faculty of Applied Science, FAS, Faculty of Arts and Science, F, Female; M is Male; D, Domestic Student; I, International Student; and the numbers represent each participant in chronological/descending order.

also completed a Letter of Consent form (see Appendix E). I used my interview protocol (see Appendix F) to introduce the interview, and my interview guide (see Appendix G) to focus the discussion throughout the interview. The interview was audio taped and transcribed. Written notes were also taken in the interviews to help reformulate questions, probe, and clarify responses. The group interview was scheduled at the participants' convenience and conducted in a private room on campus. The focus group interview lasted for 1.5 hours.

### Data Analysis

A qualitative data analysis was carried out on the information garnered from the three sources: survey, focus group interview, and documents and reports of Queen's University. "Qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories" (McMillan & Schumacher, 2001, p.461).

In the first phase of the survey analysis, all responses to each questionnaire item were collated. Then all the responses for each questionnaire item were read several times and coded according to themes that emerged from the data. In the second stage of the analysis, I returned to the coded data and identified major recurring themes. The coding of the focus group interview was done in a similar manner. I listened to the taped-interviews several times in order to get an accurate transcription of data, and along my written notes of the interview, identified emerging patterns and common themes. The major recurring themes from both the survey and the focus group interview were compared and synthesized.

Data analysis also incorporated analyses of brochures and booklets for each of the three faculties, as well as the strategic plans and other publications of Queen's University. These documents were read several times in order to ascertain the institutions' focus of internationalization, as well as strategies specific to the faculties. The themes generated from the survey and focus group interview were then compared and analyzed with the institution and faculties' goals and objectives, and the three-foci conceptual framework to provide plausible answers to the research questions (McMillan & Schumacher, 2001).

#### Limitations of the Study

As a qualitative study which sought to understand the perceptions and experiences of undergraduate students at one institution, there was no intention to generalize the findings to other institutions and students. As a case study, the data represented a snapshot of the students and institution's interactions. The two limitations of the study that did occur, were both related to the focus group interview. Firstly, the number of students participating was much lower than anticipated due to scheduling conflicts with final exams. Secondly, the study was designed to include the perspectives of both domestic and international students. While the survey responses represented both student groups, this was not realized in the focus group interview. The lack of representation of both groups was also to an extent generated by my choice of using convenience sampling, which only identified domestic students. These limitations meant that I had to use caution in interpreting the data generated by the focus group interview.

In this chapter, I introduced the methodology, including the site, the participants, and the conceptual framework employed in my data analysis. In the next chapter, the

findings from the survey, the focus group interview, as well as the major themes on internationalization from the institution's perspectives are presented.

## CHAPTER 4: FINDINGS

### Overview of the Chapter

This chapter presents the heart of the study – the results of the survey, the focus group interview, and institutional publications. A summary of the demographic profile of the respondents is first described, so as to better understand their various programs of study and ways in which these associations, along with others, may influence their perceptions and experiences. The results of the survey are synthesized and inter-related with the focus group interview results, and presented thematically. Students' perspectives of the concept and elements of internationalization are discussed next, followed up with a discussion of the overall educational benefits of internationalization to students, benefits which have been organized into four themes. The final section of the chapter contains a summary of the themes, and summarizes the findings.

### Demographic Profile of the Participants

*Survey:* In this section, the demographic characteristics of the respondents garnered from Sections 1 and 9 of the student questionnaire are reported. There were 238 usable surveys generated from the web-based survey of which 82.7% were from the Faculty of Arts and Science, 15.5% from the Faculty of Applied Science, and 0.8% from the School of Business. The response rates reflect the varying size of each of the faculties and schools represented in the study. Seventy one percent of the respondents were female and 29% were male, a proportion which does not match the distribution of students by gender in the total undergraduate student population – women are over represented in this study. Domestic students account for 91% of the respondents, while 9% were



international students, a proportion which is closer to the composition of the undergraduate student population in general. International students in this study originate from 12 different countries, with most of the international participants originating from the United States. This representation is not typical of the trend in international student enrolment at Queens, as students come from over 100 countries, with the largest number originating from China. Forty-six percent of the students were in their third year of study, 45% in their fourth year, and 9% were in their fifth or higher year of undergraduate studies.

*Focus Group Interview:* Out of the anticipated 5-7 student participants, only three students could attend the focus group interview. The pseudonyms, Jane, Mary and Sam were used to identify each participant. All three students were domestic students but they all had international experiences, and two were of international origin. Mary went on an exchange program in Europe, and Sam attended an overseas conference in Asia. In terms of faculty representation in the focus group interview, Jane and Sam were from the Faculty of Arts and Science, with Jane majoring in Development Studies and Sam pursuing a minor, also in Development Studies. Mary was from the School of Business.

#### Concept and Elements of Internationalization

The common elements of internationalization identified by scholars and practitioners include education abroad programs, foreign language study, curriculum innovation, recruiting/hosting international students and faculty, international exchanges of scholars/students, and international co-curricular activities (e.g. Allaway, 1991; Bond, 2003; Burn & Opper, 1982; Cudmore, 2005; de Wit, 2002; Ellingboe, 1998; Green, 2002;

Knight, 1994; Merkur'ev, 1991; Wollitzer, 1991). These elements include the two types of internationalization distinguished in the literature in recent times – the conventional mobility-based programs and Internationalization-at-Home (Haung, 2002; Marginson & Rhoades, 2002; Nilsson, 2003; Mestenhauser, 2005; Wachter, 2003). Students' perception of internationalization mirrored closely the elements discussed in the literature (internationalization of the curriculum, international students and scholars, and study abroad programs), and are captured in the following quotes drawn from the survey and the interview.

I'm not familiar with this catchphrase. I would probably interpret it to mean an education with a greater emphasis on travel opportunities, exchanges, field studies, international student presence at the university and their integration into the main student body, professors from a wide variety of backgrounds, a broad base of international ... (SFASFD222).

Students at any particular university can come from a variety of countries; students have the opportunity to spend time abroad in a learning environment; courses place emphasis on theories and works from a variety of cultures and locals, not just those of European and North American thinkers (SFASFD138).

Participants in the interview also included international students as one of the elements of internationalization, as well as bringing a more global outlook to the university.

Mobility-based programs noted by students in both the survey and interview included study at the International Study Center (ISC) in the UK, study at overseas universities with linkages to Queen's University, student exchange, semester abroad program, summer program abroad, and study abroad program for third year students. The IaH programs included international courses, courses with international focus, co-curricular activities, international students and faculty, as well as institutional support services.

#### *Study Abroad Programs*

Although the focus of this study is on IaH programs, several key issues on study abroad programs surfaced and are worth discussing briefly. The data revealed that the mobility-based programs were the most well known programs and sought after. Many students have already participated in the study abroad programs, and many more have expressed interest in participating. There were however certain inherent problems. The following responses demonstrate the popularity of the study abroad programs and some of the limitations. Survey respondent (SFASFD49) noted, "I would have loved to do an exchange but they were too expensive, so I was not able to."

[There should be] less rigid course requirements, especially for the English department, [that] would enable exchanges with different universities. I would have loved to go on an exchange, but it would have greatly set me back in my courses. The only places I could have gone so [as] to not hurt my academic status were all European countries (SFASFD193).

Make the option of studying abroad more do-able. e.g. you can only take certain courses at the castle. I guess they have to promote international opportunities better; make exchange more realistic in faculties other than commerce (psychology has very strict course requirements that make exchange pretty much impossible without taking an extra year) (SFASFD204).

It's very encouraging to hear that Queen's [University] has an exchange program; however, I would say that it isn't targeted well to students at all. I really wanted to go on exchange; however, I didn't know whether my credits would transfer, where I would live in Kingston if I was only going for one term etc. (SFASMD103).

Study abroad programs at Queen's University are promoted by the International Programs Office (IPO). The IPO, was however perceived by some participants in both the survey and interview as establishing partnerships with universities in countries similar to Canada, thus facilitating the same Western type of education. For the same reason, participants in the interview did not regard the education at Queen's University

International Study Center in the UK as “international,” and expressed the need for more partnerships with universities in more diverse countries.

### *Internationalization-At-Home*

With the limitations of study abroad programs, IaH programs are seen as the ones that impact all students (Nilsson, 2003; Wachter, 2003), and the curriculum is singled out as the most important by most researchers (ACE, 2005; Bond, 2003; Ellingboe, 1998; Mestenhauser, 1998, 2002; Wachter, 2003). IaH programs and activities include the internationalization of the curriculum, international co-curricular activities, international students and faculty, the role of faculty, and institutional support.

*The Curriculum.* Seventy-two percent of survey respondents indicated that they had taken one or more international courses and/or courses with international focus, while 38% had taken none. The survey and the interview data revealed that the curriculum at Queen’s University was internationalized to some extent, especially in the Faculty of Arts and Science. Students reported taking a number of international courses and/or courses with an international focus in various disciplines. Disciplines with international courses and/or courses with international focus span a wide spectrum which includes religion, politics, economics, history, geography, development studies, language, literature, music, science, business, sociology, psychology, women’s studies, drama, and film. The courses were about several regions such as Europe, North America, Africa, Asia, Middle East, South America and Latin America. International content included languages, history, politics, culture, environment, globalization, women’s issues, global developmental problems, international relations, foreign policy, and colonialism. The following quotes

demonstrate examples of international courses and/or courses with an international focus and some of the international content in the curriculum.

I've taken some interdisciplinary courses focusing on intercultural relations, International Relations courses, International Political Economy courses, comparative politics courses, history courses on Europe, Ireland, Middle East, and location as I've studied in England at the ISC and in Australia on exchange (SFASFD95).

Another survey respondent reported, "I have taken Spanish language courses for a number of years, so I learn about Spanish literature and culture. Also, my history courses talk about the cultures of various nations and regions around the world" (SFASMD55). According to survey respondent (SFASFD64), "Development Studies discusses the connection between international policy and governance bodies that affects the developing world. We concentrate on Africa, Asia and Latin America." Respondent SSBMD1, from the School of Business, noted that he took a course that focused on Business in the Asia-Pacific Rim, and another course that dealt with problems faced by multinational institutions.

In terms of the curriculum programs, the Development Studies program was very popular with students. Results from both the interview and survey highlighted the importance of the Development Studies program. Interview participant (Mary) noted that "Development Studies was very good for international experiences," while Sam indicated

that “Development Studies and Political Studies were the most international departments at Queen’s University, and which have the most potential of making education relevant internationally.”

There were also problems with some of the international courses. For example, Development Studies, one of the international programs, was limited to an intake of about 60 students in its courses. And, as many students pointed out, the grade requirement for getting accepted into courses in the Development Studies program was very high, so many students who wanted to take these courses, were unable to do so. Secondly, some courses with “international titles” were found to contain no international content, as interview participant (Mary) pointed out:

I took an international business course, and I didn’t like it, not what I expected, it wasn’t international at all, there were no international perspectives. I took some Development Studies courses [that gave] me different perspectives. [This] experience gave [me] knowledge about countries outside of Canada so that was more beneficial to me.

The majority of students who indicated that they had not taken courses with international focus were from the Faculty of Applied Sciences and the Science department of the Faculty of Arts and Sciences as illustrated in the following quotes. Survey respondent (SFAPSMD196) wrote, “very little international content in classroom setting within engineering with international developments in technology here and there,”

while (SFASFD132) wrote, “I think in departments or concentrations that don’t have international focus, like maths and engineering, courses could be added or learning abroad experiences could be enhanced. Survey respondent (SFASMD227) indicated that “Science is very focused on getting across scientific views. Although they may [have] been discovered by scientists of different ethnicity, it’s just not the emphasis in science.”

*Role of faculty.* Many studies have pointed out that faculty members were important to the success of Internationalization-at-Home programs and activities, especially with regard to the curriculum (e.g. ACE, 2005; Bond, Huang, & Qian, 2003). Fifty-two percent of survey respondents noted that faculty members have contributed to their international learning, while 47% said they had not. In many of the academic programs, faculty members were generally perceived as doing an excellent job by participants in both the survey and interview. The importance of having faculties from all over the world that can disseminate information first hand was also recognized by participants. The following responses illustrate students’ appreciation of having faculty members from diverse background. Survey respondent (SFASFD203) wrote, “Some discuss their own international travel or living experiences, while others are just very informed about non-western cultural issues and do their best to explain them to us. Respondent SFASMI73 noted that “one professor was South African, another American, another Japanese all which gave me an insight to how things work outside North America,” while SFASFD147 indicated that, “many were born or had lived in the areas that we were studying and therefore had personal experiences to offer the class” A fourth student (SFASFD87) wrote, “having faculty members from countries from all over the



world allows new fresh perspectives regarding global and Canadian issues.” Survey respondent (SFASFD142), described her experiences with faculty this way:

I love that the Spanish department promotes culture. Every day we learn more about Latin American/South American countries, and I love that the professors can teach through experience. The same goes for the French Professors, many of them come from around the world, and they use their experiences to teach us the lessons.

For students who indicated that faculty members have not contributed to their international learning, this was generally due to the nature of the disciplines being taught. Students from the sciences, mathematics, and engineering have indicated that internationalization was not applicable to their disciplines. Survey respondent (SFASFD84) noted, “In Environmental Studies and Sociology, they have a fairly good understanding of international issues, but not necessarily [so] in other disciplines. I've been involved in (economics, philosophy, etc.)” The response from SFASFI211 was, “It seems that a lot of that lies with individual professors and that is hard to regulate. I'd personally like to see more drama courses with an international focus.” In addition, faculty members were seen to be involved with too much administrative work.

*International students.* International students have been at the center of IaH for many years, and were seen as vital in contributing to the internationalization of campuses. Many higher education institutions have made a concerted effort to attract international

students to their campuses to achieve diversity and cultural integration. International students, according to scholars and practitioners enriched the international learning experience on campus and fostered the development of culture learning and intercultural communication skills (e.g. ACE, 2005; Altbach & Knight, 2006; Canon & Toussignant, 1999; Cogan, 1995; Horie, 2002; Paige, 2003; Mestenhauser, 2002; Queen's University Strategic Plan, 2006).

Seventy-three percent of survey respondents noted that they had a mix of domestic and international students in their classes. Students' perspectives on the value of international students have been positive. As one survey respondent (SFASFD87) noted, "International students were able to provide alternative perspectives of issues, and they were able to provide an international view of Canada." Another survey respondent (SFAPSMD5) wrote, "I have met people from many different cultures while attending Queen's University and I feel I have gained insights into other regions of the world through them." However, the majority of respondents in the survey noted that some faculty members did not draw on international students as a resource to any significant extent. The main reasons given were that it was irrelevant to the subjects being taught (e.g. sciences, engineering), not applicable in large lectures, and that it would be inappropriate for faculty members to single out international students.

Participants in the both the survey and interview expressed the need for "a more culturally diverse population at Queen's University and more mingling among the diverse group of students. Survey respondent (SFAPSFD7) said, "I'm disappointed that there is less done to integrate international students with current students on campus," while

SFAPSMD19 stated that the university should “attract more kids outside of GTA/Ottawa. It's sickening that having someone from Burlington on your floor is considered diverse.” This was the view of Mary, one of the interview participants.

[It's] too easy for international students to just hang out, a lot of them don't apply for extra-curricular resources. I know a lot of international students who are part of intramural which is a great way to meet people ..., [but] other than that, domestic students stay with domestic students and international with international students.

*Co-curricular activities.* Co-curricular activities have emerged as an important component of Internationalization-at-Home. Institutions and scholars have been increasingly emphasizing these activities and the benefits to students (ACE, 2005; Grayson, 2004; Queen's University Strategic Plan, 2006; University of British Columbia, 2004). At Queen's University, the many co-curricular activities with international focus identified by students included International Floor in Residence, Cultural and/or Nationality Clubs, Culture Shows, Harkness International Hall, International Week, Queen's Project on International Development (QPID), Queen's Medical Outreach (QMO), New Exchange Transfer Student (NEWTS), International Development Conference, International Development Week, Queen's Rotaract, World University Services of Canada (WUSC), Model UN, Foreign Policy Conference, Japanese Relations at Queens (JRQ), Outdoor Club, Studies in International Development (SNID) lectures,

and Queen's International Affairs Association. These represent a few of the over 500 clubs and associations listed on Queen's Website.

The participation rate of students in co-curricular activities in this study was low. Although the majority of students were aware of the many co-curricular activities, only 35% of survey respondents indicated that they had participated, and only one of the three interview participants was actively involved. Participants in both the survey and focus group interview pointed out the problem of the low profile of co-curricular activities, the segregation of the various clubs, as well as the demands placed on their time due to heavy course load, and the focus on high grades, as some of the factors affecting participation in co-curricular activities. In addition, participants pointed out the tensions that exist among international students and the domestic students, and the "cliquish" nature of some international students. The following responses demonstrate the impressions of some students:

Incorporate [co-curricular activities] into the curriculum. For Applied Science, many of us are too busy to attempt to incorporate them on our own unless we have a very large interest in them (ex: QPID). If it was easier to access, more people would be more involved in international activities (SFAPSFD11).

Rather than having segregated clubs with different focuses (i.e. the Asian Club, the Middle Eastern Club, etc), have events where they meet and share their cultures. For example, an international cookout, or international fashion show (SFASFD58).

Maybe by alienating [co-curricular activities] less. It is nice to have big cultural shows and international learning events, but they are often exoticized, making them seem like "icing on the cake". I think they should be a more integrated and required part of the undergraduate experience. To say we graduate as "world leaders", ready to "engage" the universe, we should probably have a better idea of what the "world" is beyond this highly elite environment (SFASFD209).

Find some way to integrate all the cliques. There are Asian posses, African-Canadian posses, East Asian posses. The big problem that I see are the "Asian formals," "Brown formals," etc. because they do not sound inclusive.

Understandably (and interestingly enough), if there was a white formal, that would be heavily criticized. Perhaps, steps should be taken to eliminate the segregation? (I do not mean any disrespect or offence in this comment. I am just trying to say what people are normally too afraid to say) (SFASMD55).

The desire for more recognition of co-curricular activities was also alluded to by interview participant, Jane. According to Jane, "Your outcome here is grade, one of the problems has to do with grades, so if it's not grade, people [are] not going [to participate]." The interview participants further pointed out that if students got credit for co-curricular activities, then that would encourage more involvement.

*Institutional support services.* Two institutional services supporting the internationalization process which were well-known among students were Queen's University International Center (QUIC) and the International Programs Office (IPO). In general, these institutions were perceived as having lots of good resources and providing good services. Survey respondent, SFASFI176 noted that "QUIC is a nice place to interact with the international community at Queens," while Jane was of the view that QUIC had all sorts of programs, but was more involved in "promoting international students."

Participants in both the survey and interview pointed out that the programs and/or services provided by QUIC and the IPO were not sufficiently advertised, as illustrated in the comments. "I don't feel that Queens advertises them very well, if you know you're interested in them you have to go seek them yourself. Once you stumble upon the International Programs Office there are many resources available (SFASFD166).

I also believe that Queen's has quite a good international office, but that far too few people take advantage of it. It needs to be advertised to a greater degree so that more may take advantage of such a worthwhile opportunity (SFASFD162).

The International Programs Office was also perceived by participants in both the survey and the interview as establishing partnerships with universities in countries similar to Canada, thus facilitating the same Western type of education.

In conclusion, the majority of the respondents were aware of internationalization programs and activities at Queen's University. Both categories of internationalization activities - mobility-based and Internationalization-at-Home were recognized by students. However, the study abroad programs were more popular among the majority of students. The study abroad programs were perceived to be the most beneficial programs, followed by the clubs and cultural events, international courses and/or courses with international focus, Queen's University International Center on campus, and international projects and volunteer opportunities.

#### Educational Benefits of and Motives for Internationalization

The students' perceptions of the educational benefits of IaH programs are outlined in this section. Forty-five percent of students indicated that they had benefited from academic programs and/or co-curricular activities that have international focus, while 50.4% of students indicated that they had not benefited. Four major themes on the benefits and intent of internationalization emerged from the findings: (a) broadened knowledge and understanding of other nations, cultures, and global issues, (b) networking and the development of social and emotional skills, (c) the generation of revenue, and (d) contributing to the reproduction of Western knowledge.

#### *Theme 1: Broadened Understanding and Knowledge of Other Nations, Cultures, and Global Issues*

The goal of Internationalization-at-Home programs most commonly cited by higher education institutions was the preparation of broadly educated graduates to

function as global citizens. Many respondents indicated that they have gained broader knowledge and understanding of the world, cultures, and world issues through a range of disciplines with international courses and/or courses with an international focus. The following comments by participants give an indication of the types of global knowledge gained from the various courses. Survey respondent (SFASMD165) wrote, “In economics, international focus is always discussed. Tax policy examines what Canada is doing in contrast to the world, macro economic policy examined the entire world and its policy, politics offered international insight.” Another survey respondent (SFASFD116) noted, “I am a Medial in Film Studies and Religious Studies, and all my courses in both of these departments are very aware of non-Western realities (i.e., non-Western religions; Orientalism; etc.)” The following two quotes from the survey also reflect the broad range of disciplines with international courses and/or courses with an international focus.

First year geology had a heavy focus on how much resources are extracted from the earth and where, and how far these raw materials are shipped for processing. The course emphasized the fact that technologically advanced countries obtain natural resources globally (SFAPSMD31).

In a religion and society class, we talked about people who suffer for religion and focused on the holocaust, we also talked about people who kill for religion, and touched on Christianity around the world, as well as Buddhism, Hinduism, and Islam (SFASFD150).



Students have also gained knowledge about various countries, regions, and cultures of the world as captured in their responses. Survey respondent (SFASFD208) wrote, “My major is Spanish and Latin American Studies so the majority of my courses have a Latin American basis. And I'm taking a minor in Development Studies, so that looks at various 'developing' countries around the world.” Another survey respondent (SFASFD147) wrote, “[My] history courses focused on a particular nation's history: Apartheid South Africa, Colonial India, Ireland from 1848 to present, American Society and Culture, etc.”

I built my history program mostly with courses on European history. If strictly European history is discounted from 'international focus', then I have two lecture courses on the Middle East and China, one on the Soviets, one on the British empire across the globe, and a seminar course about Trans-Atlantic History (exploration, slave trade, etc.) (SFASMI127).

Students have learnt about various global issues which include HIV, AIDS, environment, climate, water, technology, foreign policy, conflicts around the world, international relations, women in other cultures, child labor, democracy, colonialism, poverty, inequality, and human rights. Survey respondent (SFASFD104) wrote, “They talked about issues that many people don't face here in Canada, for example, my class talked about child soldiers, and children sold into prostitution.” A second respondent

(SFASFD84) indicated that “A lot of my environmental studies courses have had an international focus either because of global food systems, poverty and hunger, or the tendency for environmental injustices to be placed on the shoulders of developing nations,” while SFASFD40 noted that “[In her courses], they talked about health issues in other countries as well as some school systems in other countries.”

It was not only the academic programs that exposed students to global perspectives, but also the non-academics. As survey respondent (SFASFD66) indicated, “I have been exposed to new philosophies, cultures, foods, music, and people who I would not normally come into contact with in my day to day life.” Another survey respondent (SFASFI211) described her experiences this way:

I went to the 2007 multi-cultural show. I loved seeing African culture represented there, and a number of my Canadian friends were able to experience it for the first time, which started a buzz! It was good to feel my culture was appreciated.

The international learning and intercultural communication skills developed have inspired students’ international career and travel interests. From the responses given, students believed that with an increased international knowledge and cultural awareness they were in a better position to “engage the world.” It was the intention of a number of respondents to use their international learning in various ways. The following comments revealed students’ international career intentions. As survey respondent (SFASFD95) indicated, “I plan to work for an international Non-Governmental Organization within the

development field,” while SFASFD220 response was, “I think a lot of the benefit is better cultural awareness, which would be useful if I were traveling, studying or working abroad in the future.” A third respondent (SFASFD112) indicated, “I plan to travel more in the future, and I feel as though my experiences with Queens have made me comfortable in an international environment.” A fourth respondent (SFASFD142) wrote:

I plan on using my multicultural experiences to deal with situations in classrooms after teacher's college, as it is important to understand where students come from, and to know how to incorporate different beliefs and traditions in a classroom setting.

Faculty played an important role in increasing students’ international knowledge and understanding, although there were mixed comments. Participants in both the survey and interview valued the international background and experiences of faculty, as these characteristics helped them to impart first hand knowledge of specific topics and situations. The importance of faculty is captured in several of the comments made by participants. Survey respondent (SFASFD197) wrote, “[Faculty’s] experience is irreplaceable and does a better job of helping me understand than a text book.” Another survey respondent (SFASFD64) noted, “Most professors have lots of field experience in development studies and are able to discuss issues with often first hand knowledge and experience.” Respondent (SFASFD144) indicated that:

Professors often make references to cultural differences in class. My French professor gave a talk about his experience in the Rwandan genocide which gave a human face to a somewhat distant tragedy and made world events seem closer to home.

For students who indicated that faculty members have not contributed to their international learning, the reason was generally due to the nature of the disciplines as illustrated in the following comments. Survey respondent wrote (SFASFD162):

In my experience at Queen's, professors don't tend to demonstrate this knowledge very much at all, though this could simply be because it had not come up in my courses thus far. Nonetheless, it is a frustratingly narrow approach to education, and a large part of the reason that I am currently on exchange

With the exception of language professors, and those that work in the international programs office, I have not found the faculty members put forth much effort to demonstrate knowledge of international subject matter, although life science is admittedly one of the least international areas of study, as science is universal (SFASFD166).

My field does not generally lend itself to discussion of current events in class, but I find that when an international play is introduced, professors know little about its background or provide the class with incorrect information. This has happened in my classes when discussing a number of African plays (SFASFI211).

*Theme 2: Networking and the Development of Social and Emotional Skills*

A diverse student population on university campuses has been regarded by many scholars and practitioners as important in the internationalization process. To achieve this diversity, a common practice of higher education institutions has been the recruitment of international students. Seventy-three percent of participants in the survey indicated that there was a mix of both domestic and international students in their classes. And in classes where faculty could make use of this mix, students pointed out that some faculty members mandated group work involving both domestic and international students to encourage interaction and exchange of ideas. Both the survey and interview participants valued the diversity in the student population, and appreciated the international learning gained first hand, through the meeting and interaction with students from different backgrounds and cultures. Interview participant (Mary), summarized her experiences with international students this way.

[I] learn more about the international community through classes, hands on experience with other international students [are] very important, usually they are very open about what happen in their home country, learn different things about different cultures, ... can use these experiences ... in the future to improve your interaction.

The formations of friendships and connections made among students from diverse backgrounds are important to students, as well as have far-reaching economic implications for countries. On campus, international students meet other international students from the same and/or different regions, domestic students meet international students, and vice-versa. As noted by respondent (SFASFD220), “I have met some great people and forged connections. I live with an international student who has become one of my closet friends. I have met some great international students through working with Walk-home.” Another survey respondent (SFAPSF4) noted, “I have made some international friends that have exposed me to their cultures and taught me things I wouldn't have otherwise known.”

When students from different international backgrounds meet and interact, this could have a positive impact on their social and emotional development. Students reported becoming more tolerant and understanding of other cultures and customs, as reflected in the following quotes from the survey:

[I] became a more rounded/informed person, knowledgeable about the world and my place in it. [Internationalization activities] have made me more understanding and tolerant of differences. [I have] learned to assess many different points of view before coming to a conclusion. [These activities have] led me to challenge my own and societies' inherent beliefs" (SFASFD181).

I plan to become a teacher eventually, and in this situation, I will use these experiences to have more cultural sensitivity and openness to diversity in the classroom, as well as to educate students on many different nations to create an international interest (SFASFD144).

I've had the opportunity to be involved in a lot of different academic and social activities, so I've met many students from varying academic/social/cultural backgrounds. A lot of the experiences I've had in the classroom, but even more so the experiences I've had outside the classroom, my involvement has been an amazing experience (SFASFD209).

### *Theme 3: The Generation of Revenue*

Three issues pertaining to revenue generation surfaced from the survey and interview data: (a) The recruitment of international students for revenue generation, (b) preferential treatment given to some faculties with regard to funding, and (c) the

increasing attention of faculty to market-like behavior to secure external funds. A discussion of each issue follows.

*The recruitment of international students for revenue generation.* Participants in the interview indicated that Queen's motives for internationalization, and the recruitment of international students in particular was to gain international reputation and to get Queen's University "to become number one, to have the Harvard like image of the North." Interview participant (Mary's) response regarding Queen's motive for internationalization was, "To get international recognition from potential student, staff, faculty, and donors, while Jane noted that "Queens wants to have a better perception internationally, wants to attract more international students, it's about Queen's reputation, getting more students here, more money."

*Preferential treatment given to some faculties with regard to funding.* Students indicated that there were discriminatory practices regarding the allocation of funds to faculties. According to interview participants, certain faculties got more money than others. For example, Jane noted that commerce, engineering, and medicine were seen as faculties that could "bring in more money, big money." Some of the survey respondents also expressed dissatisfaction with the allocation of funding in their departments. For example, survey respondent (SFASFD66) noted that the drama department, despite being piteously underfunded and overlooked, nevertheless thrives because of the amazing collaboration of professors and students.

*Faculties' increasing involvement in entrepreneurial activities.* A concomitant result of the globalizing influences on the internationalization of higher education was the



clash of values and beliefs systems in the academy, in particular between the academic culture and the newer corporate culture (Evans, 2006). Some similar sentiments have been expressed by some of the respondents in the survey. It was pointed out by some survey respondents that some faculty valued their research and grants over teaching as illustrated in the following two quotes:

[The] quality of teaching has been a major issue within my faculty. At the 3rd and 4th year levels, professors are honest about the fact that their research and grants are far more important to them than teaching an undergraduate course. As a result, I have found myself learning out of textbooks repeatedly which is not why I spend \$8000 a year on tuition (SFAPSFD15).

I thought that university would be a lot harder than it is. It seems like the professors are all too bogged down in administrative work to really care about the classes that they are teaching, or be available for discussion outside of class. In addition, they don't even have time to mark assignments. I had one course with a 10 page paper and a take home exam. That is not conducive to an intellectual environment (SFASFD47).

#### *Theme 4: Contribution to the Reproduction of Western Knowledge*

Several participants in the survey expressed the opinion that the curriculum was not sufficiently diversified. The curriculum in many of the disciplines was seen as too

Western-oriented. As Respondent SFASFI146 noted, “Too many Eurocentric history courses. People outside of Europe have done many remarkable things that deserve attention. Non-European countries should be studied outside of the context of colonization.” The following quotes from the survey also detail students’ thinking on the focus of the curriculum in some courses:

I think that there should be a larger stream of world music courses in the School of Music. Right now the focus is quite traditional -- Western art music. We have electronic music, which is good, but there is more that can be done to become more progressive and certainly more international (SFASFD81).

In my studies at Warwick, I have encountered literature from countries all over the world; there were names that my fellow students had known, but that I was just hearing for the first time. Queen’s [University] needs to branch out and incorporate literature from countries other than Canada, the US and the UK (SFASFD162).

Concerns were also raised in the interview about the unbalanced nature of the curriculum in some disciplines. According to participants in the interview, Queen’s University had programs where you could do a semester abroad, but there was the need to have more of those types of study abroad programs, as well as study abroad programs

with less Western emphasis, and undertaken in more diverse countries. In addition, there was the need for more diverse programs on campus.

In the next section, a summary of the main themes of internationalization at Queen's University is presented, which will be compared with the themes generated from the students' perspectives. This analysis will be done in Chapter 5.

#### Summary of the Themes on Internationalization at Queen's University

A review of Queen's University strategic plans, general brochures, faculties' brochures, annual budget reports, senate report, enrolment report, as well as the various websites, revealed that the university has a strong focus on internationalization, and offers a number of both mobility-based and Internationalization-at-Home programs to cater to the international learning experiences of students.

Internationalization was included as one of the goals in Queen's University strategic plans, and was also emphasized at the faculty levels. The main goal of internationalization was to prepare broadly-educated leaders and citizens for the challenges of a global society. The university has stated that its graduates were expected to "gain a global perspective and obtain the skills and cultural understanding needed to thrive in the international environment" (Report on Principles & Priorities, 1996, p. 3).

There was a strong focus on both mobility-based programs and Internationalization-at-Home programs. Mobility-based programs include the International Study Centre at Herstmonceux Castle in the UK, student and faculty exchanges, and other international opportunities. Internationalization-at-Home programs

and activities include internationalization of the curriculum, international co-curricular activities, international students and faculty on campus, and institutional support services.

To advance its international efforts, Queen's University has undertaken several initiatives from curriculum internationalization, to the recruitment of international students and faculty, and the establishment of several institutional support services. A number of international courses and courses with an international focus were offered to cater to the international learning opportunities of students in the classroom. Non-academic co-curricular programs and activities to complement the academic programs and contribute to the total educational development of students comprise over 500 student clubs and organizations, and which include over 50 international student run clubs.

Over the years, Queens has increased its effort to attract international students to broaden its pool of qualified potential students and enhance the diversity of the student body. International students come from a wide variety of social, cultural and geographic backgrounds, which give a rich diversity, and contribute multiple perspectives to discussions.

Institutional support services include Queen's University International Center (QUIC), the Center for International Management, and the International Programs Office (IPO). These services help in different ways to provide assistance and information on study-abroad opportunities to students, assist students in finding suitable study abroad programs, provide support and advice for international students, and create partnerships with other institutions around the world.

Faculty members play an important role in the internationalization of the classroom. Queen's University used the Research Chairs to appoint top researchers from around the globe to diversify the faculty, as well to contribute global perspectives to the teaching and learning. In addition, the university has created its own Research Chairs program to acknowledge distinguished faculty members who maintain an exceptional level of activity in their research and scholarly work, and achieves international pre-eminence in their field.

Reduced government funding for higher education over the past decade and the changing global environment, has influenced Queen's financial operations. This has impacted the student-to-faculty ratio which has increased over the years. The university has developed revenue enhancement measures which include entrepreneurial activities. Students have been required to fund a greater share of the cost of their education, and international students are charged over the twice the fees of domestic students. Academic units have to seek additional sources of funds for their research through increased external means.

This chapter examines internationalization programs and activities at Queen's University as perceived from the perspectives of students, noting the educational benefits and intent of internationalization, categorized into four main themes. The next chapter discusses how the themes relate to the conceptual framework.

## CHAPTER 5: DISCUSSION OF THEMES

### Themes and Perspectives

The four major themes on internationalization expressed as benefits to either the students and/or the institution itself - (a) broadened knowledge and understanding of other nations, cultures, and global issues (b) networking and the development of social and emotional skills, (c) the generation of revenue, and (d) contributing to the reproduction of Western knowledge, were presented in chapter 4. In this chapter, I discuss how the themes relate to the three-foci conceptual framework (Global Competency, Academic Capitalism, and Academic Colonialism).

#### *Broadened Understanding and Knowledge of Other Nations and Cultures*

Students have broadened their knowledge and understanding of other nations, cultures, and global issues. This reflects the positive benefits students derived from the Internationalization-at-Home programs and activities implemented at Queen's University, and supports the development of global competence perspective of internationalization advanced by a number of scholars, practitioners, and higher education institutions (Altbach & Knight, 2006; AUCC, 2002; Bartell, 2003; International Association of Universities, 2005; Mestenhauser, 2005; Nilsson, 2003; Queen's University Strategic Plan, 2006; Report on Principles & Priorities, 1996; University of British Columbia, 2004). Bartell (2003), for example, indicated that "international competence in an open world of permeable borders has become a generalized necessity rather than an option for the tier of societal elites as was true in the past," and that "international literacy has become critical to countries' cultural, technological, economic, and political health"

(p. 49). Nilsson (2003) has pointed out that the most important goal of internationalization was to “create knowledge and understanding of other countries, cultures, religions, and values, to make the student prepared to communicate and collaborate globally in a changing world” (p. 9). Altbach and Knight (2006) indicated that many universities “use international programs to provide international and cross-cultural perspectives for their students” (p. 3). The results of the International Association of Universities (2005) survey of higher education institutions and national university associations worldwide has captured the essence of institutions’ internationalization focus on the importance placed on the development of global competence. The IAU (2005) survey identified the increase in international knowledge and intercultural skills as the number one benefit of internationalization. The importance of a broadened knowledge and understanding of nations and cultures of the world cannot be underestimated. National boundaries are becoming increasingly blurred as globalization involves not only the flow of capital and goods, but also the movement of people and the concomitant cultural exchange across a networked world.

At the institutional level, Queen’s University has stated that, from the internationalization programs and activities, its graduates were expected to “gain a global perspective and obtain the skills and cultural understanding needed to thrive in the international environment” (Report on Principles & Priorities, 1996, p. 3). The goals of internationalization at Queen’s University have not only been made explicit at the general institutional level, but have also been emphasized at the faculty levels. The three faculties in this study, in their brochures and booklets have all emphasized the importance of

“developing the whole person - preparing citizens for a global society” (Queen’s Viewbook, 2007, p. 32); preparing “broadly-educated leaders and citizens for the challenges of a global society where lifelong learning is a prerequisite for success” (Faculty of Applied Science, 2006, p. 15); and preparing its students with “skills and abilities in many different areas, which include a broad understanding of global and cross-cultural issues” (Undergraduate Program in Commerce, 2006-2007, p. ii).

#### *Networking and the Development of Social and Emotional Skills*

Students have not only benefited academically from the internationalization programs and activities at Queen’s University, but also socially and emotionally. As indicated in the results, students have formed connections and network with students from diverse countries and cultures, and have become more socially conscious, more tolerant, and more appreciative and understanding of other cultures and countries. And as Nilsson (2003) pointed out, when people meet and learn from each other, this provided the best way of getting a greater knowledge and understanding of human nature. The development of social and emotional skills of students is vital for intercultural communication that is necessary for students to become globally competent citizens. Intercultural communication skills complement the international knowledge gained by students, as both the broad academic knowledge and social skills are required in order for graduates to live and work in an increasingly multi-cultural environment.

The enhancement of intercultural communication skills from the internationalization activities was one of Queen’s objectives of internationalization, as well as faculties’ focus. The university expects that students “will obtain the skills and



cultural understanding needed to thrive in the international environment” (Report on Principles & Priorities, 1996). At the faculty level, the diversity of the student body and the development of the “whole person” have also been stressed (Faculty of Arts & Science, 2006; Faculty of Applied Science, 2006; School of Business, 2006/2007). The importance of the development of the social and emotional skills of students to their total educational development is immeasurable. Irvine and McAllister (2000) have also pointed out that a person with intercultural skills possesses an intellectual and emotional commitment to the fundamental unity of all humans, and at the same time accepts and appreciates the differences that lie between people of different cultures.

International students were seen as vital in contributing to the internationalization of the campuses. Their roles in the internationalization process have been discussed extensively in the literature over the past 21/2 decades (Bowry, 2002). International students, according to scholars and practitioners enriched the international learning experience on campus and fostered the development of culture learning and intercultural communication skills (ACE, 2005; Altbach & Knight, 2006; Canon & Touissignant, 1999; Cogan, 1995; Horie, 2002; Paige, 2003; Mestenhauser, 2002; Queen’s University Strategic Plan, 2006).

Many higher education institutions have made a concerted effort to attract international students to their campuses to achieve diversity and cultural integration. Diversity in the student body was one of Queen’s major strategies to strengthen Internationalization-at-Home. Over the years, Queen’s University has emphasized that

international students were crucial to increasing awareness of a changing world (Report on Principles & Priorities, 1996).

Most of the literature have emphasized the enriching effects international students have on the campus, but I would agree with Otten (2003) and Vertesi (1999) that domestic students also could make a positive contribution. Domestic students could also teach international students about their culture and make a positive impact on international students' learning. However as Otten (2003) cautioned, "cultural diversity and internationalization do not automatically lead to intercultural contacts and intercultural learning experiences" (p. 14). International students at Queen's University represent only about 4% of the undergraduate enrolment which does not reflect much diversity. In addition, co-curricular activities that have the potential to integrate students did not receive much support from students, were under-funded, and often exoticized as pointed out by students.

The meeting and interaction among students from all over the world has political, economic, and cultural implications. When students and faculty from diverse backgrounds and countries meet and interact, friendships and networks are made, and cultural practices are shared. This phenomenon could strengthen international relations among governments and countries (Allaway, 1991; Merkur'ev, 1991), as well as international travel. According to Allaway (1991) and Merkur'ev (1991), internationalization contributes significant economic benefits to countries, and promotes greater cooperation and understanding among nations as participating students rise to leadership in their countries.

*The Reproduction of Western Knowledge*

The finding that students have broadened their knowledge and understanding of other nations, cultures and global issues has contradicted the view by Murphy (2007) and Selvaratnam (1988), that internationalization has strengthened Western intellectual imperialism. According to Murphy (2007), students from Third World countries who studied in developed countries have learnt very little which was relevant to their countries. But the results of both the survey and interview showed that students took many international courses in various disciplines that comprised content pertaining to various regions such as Europe, Asia, Africa, the Middle East, North America, Latin America, and the Caribbean. These represent a mix of courses based on both developed and developing countries. As well, in Queen's policy document, Report on Principles and Priorities (1996), one of the recommendations pertaining to internationalization was support for the development of international dimensions in courses and programs, and promotion of the study of selected languages and cultures, a reflection of Queen's longstanding commitment to the internationalization of the curriculum.

Despite all intentions to internationalize the curriculum, and provide diverse perspectives, internationalization of the curriculum presented many challenges. Several researchers and institutional leaders have contended that internationalizing the curriculum was probably the most difficult and complex strategy for internationalizing higher education, and that faculty shared a certain mystification and basic ignorance as to what internationalizing a course implied for their teaching (e.g. Bond, Huang, & Qian, 2003; Bond, & Scott, 1999; Burn & Opper, 1982; Cogan, 1998; Ellingboe, 1998; Green, 2002;

Mestenhauser, 1998, 2002). The difficulty in internationalizing the curriculum was reflected a statement by one of the interview participant, who pointed out that some courses with “international titles,” were found to contain no international content. This phenomenon points to the need to examine course outlines, textbooks, and articles to obtain a better idea of the international content of the curriculum, a task that is beyond the scope of this study.

While internationalization has broadened the knowledge and understanding of other nations, cultures, and global issues for many students, this was not the experience of all students. Participants in both the survey and the interview expressed the opinion that the curriculum was not sufficiently diversified. As pointed out by several students, there was too much focus on the theories and cultures of Canada, the UK and the US, to the exclusion of other ideas, cultures and regions. The curriculum in many of the disciplines was seen as too Western-oriented, which on the other hand, concurred with arguments by Murphy (2007) and Selvaratnam (1988), that internationalization reinforced Western intellectual imperialism. But what would be needed was a balanced education program, as an education that provided a narrow and one-sided view of the world would have little relevance to students in a rapidly changing global environment, whether they were from developing or developed countries. The dominance of the Western canon that has characterized the higher education system over the decades has also been criticized by a number of multicultural postmodernist scholars (Applebee, 1994; Aronowitz, 2000; Bloland, 1995, 2005; Pinar & Irwin, 2005; Slattery, 2006; Wilhelm, 1998). For example, Applebee noted that early in the 20th century, John Erskine, Robert Hutchins, and

Mortimer Adler, among others, wrote about the ongoing “great conversations” represented in the great books of Western civilization, and which proffered one true, narrow, and elitist vision of the world.

A mere fifty-two percent of respondents noted that faculty members have contributed to their international learning. Faculty come from all over the world, have lots of international field experience, have expertise on various topics and areas of the world, and can discuss issues with often first hand knowledge and experience. On the other hand, a significant number of students in the survey indicated that faculty members have not contributed to their international learning, which corroborates findings by ACE (2005), and Bond, Huang, and Qian (2003). ACE (2005) found that faculty members were only moderately active in promoting international learning, while Bond, Huang, and Qian (2003) found that over one-third of faculty members said they or their colleagues lack such knowledge, skills, and experience and see these factors as undermining any effort to internationalize the curriculum. One reason given by students was the nature of the discipline. According to some students, internationalization was irrelevant to disciplines such as engineering, the sciences, and mathematics which corroborate findings by Bond, Huang, and Qian (2003). Bond, Huang, and Qian (2003) found that the orientation to the internationalization of the curriculum differ between faculty in the Sciences, Social Sciences, and the Arts and Humanities. This rating of the faculty at Queen’s University is far from satisfactory in a globalized world where national borders are shrinking, and mobility of labor is increasing in importance, and where Queen’s

University has been placing such heavy emphasis on internationalization for over the past decades, and scholars are placing more and more emphasis on internationalized curricula.

The stimulation of students' interest in international career and travel has also contradicted the view by Murphy (2007) that internationalization has strengthened Western intellectual imperialism. Murphy (2007) has pointed out that there could be the potential loss of human and intellectual capital when students from Third World countries who studied in developed countries opt not to return to their home countries, as well as a weakening of the domestic university system. Students have expressed their intentions to use their international learning to volunteer and/or work abroad, as well as to travel both for professional and personal development. As the results showed, there was no evidence to suggest that graduates would prefer to work in and travel to any particular country or region, whether developed or under-developed. In this instance, the perceived loss of human and intellectual capital could be reciprocal, as ultimately, graduates could end up working in and/or traveling to both developed and developing countries, or either. The international knowledge and inter-cultural communications skills students obtain have influenced their confidence and abilities to "engage the world." Thus Queen's University has succeeded to some extent in achieving its objective in preparing broadly-educated leaders and citizens who were capable of functioning effectively in an international context.

The recent trends in international student movement also add credence to the argument that the loss of human and intellectual capital could be reciprocal. In recent times, there has been a shift in international student movement as revealed in ACE Issue

Brief (2006). For example, The US's number one position for hosting the highest number of international students is being significantly challenged as other countries such as China have emerged as formidable competitors. The ACE Issue Brief (2006) further revealed that China has been emerging as a top host country for international students. Many developing countries, including China have been investing heavily in post-secondary education systems to internationalize their higher education systems and to create high caliber universities in order to become competitive and attract international students. In Canada, universities have been emphasizing the recruitment of international students, but the proportion of international students to domestic students still remain at low levels. A similar trend was also evident at Queen's University.

### *The Generation of Revenue*

The economic motive of internationalization at Queen's University was another of the themes identified. This motive is related to what has been described in the literature as academic capitalism (Anderson, 2001; Rhoades, 2005; Roberts, 1998; Slaughter & Leslie, 1997). As was outlined in a previous section, academic capitalism includes institutional and faculty competition for funds such as grants and contracts, as well as student tuition and fees. Three features of academic capitalism arose from the data analysis: (a) The recruitment of international students for revenue generation, (b) the preferential treatment given to some faculties with regard to funding, and (c) the increasing attention of faculty to market-like behavior to secure external funds. A discussion of each issue follows.

Over the years, Queen's University has expressed its commitment to recruit international students to diversify the campus. And as noted in its Annual Report

(2005/2006), “interaction with peers from a range of cultural, economic, and geographic backgrounds will enrich students’ broader learning experience” (p. 15). Some participants in the survey and interview, however, were skeptical about this rationale, and questioned whether international students were intentionally recruited to generate more revenue, and why tuition fees charged to this group were so high.

In Canada, like in many other countries, economic difficulties in the 1980s resulted in government budget cuts to higher education institutions, and the subsequent institution of the systematic recruitment of full fee-paying international students (Elliott, 1997; Knight, 1999; Vertesi, 1999). At Queen’s University, “the resulting drop in relative dollars available to support university operations in the past decade has been financed primarily by increasing tuition fees and secondly by federal government grants” (Annual report, 2005/2006 p. 37). International students are charged over twice the fees of domestic students. In 2005/2006, fees represented 16% of the university’s revenue sources, but Queen’s University has made no distinction between fees earned from international students and domestic students. In addition, the university has expressed its intention to continue to develop new sources of revenue, including non- philanthropic and non-government contributions such as grants and sponsorship, to minimize fee increase to students as well provide attractive student financial assistance (Annual Report, 2005/2006).

While the recruitment of international students for revenue generation could be a motive for institutions in countries such as Australia, New Zealand, US, and the UK, in Canadian universities in particular, the trend in international student enrolment did not



appear to support this motive. In Canada, international student enrolment was only 7.5 % of total university enrolment and the figure had not grown dramatically over the years. At Queen's University, international student enrolment in fall 2004 was only 4.0 % of total undergraduate university enrolment, not much growth from the 2.6% recorded in 1988/99. And there was only a 0.8% increase in international undergraduate student enrolment in fall 2004 over 2003. Thus Queen's rationale for recruiting international students, coupled with the historical trend in international student growth, did not appear to support the revenue generation motive as perceived by students. As participants suggested, Queen's main motive could probably be more related to promoting its international reputation.

The second issue relating to academic capitalism that emerged from the data analysis was that departments such as engineering, medicine, and commerce received more funding than other departments, while others were perceived to be under-funded. These findings confirmed the argument by Rhoades (2005) and Slaughter and Leslie (1997), that the entrepreneurial activities associated with academic capitalism tended to drive the reward and prestige structure of universities. Slaughter and Leslie (1997) have argued that globalization had efficiently linked prestige to research funding to marketability. It would appear that some students were of the view that there could be an element of superiority and inferiority complex existing among departments.

Faculty members' increasing involvement in "entrepreneurial" activities to secure research grants and contracts was the third issue relating to academic capitalism that emerged from the data analysis. This phenomenon was another of the consequences that

developed due to diminishing public funds to universities over the past decades (Rhoades, 2005; Report on Principles & Priorities, 1996). According to Report on Principles and Priorities (1996), the changing environment for public sector funding requires that Queens develop revenue enhancement measures which include “entrepreneurial activities” which serve to support the mission of the university. The Report further stated that “units generating such resources should be the principal beneficiary, but benefit must also accrue to the university as a whole” (p. 5). Hence the current structure of the university requires that faculty compete for funds, and engage in research and other activities that will enhance their prospects for promotion and their marketability.

As some survey respondents pointed out, some faculty members have admitted that their research and grants were more important than their teaching. Faculty members are judged on teaching, research and scholarship, but from faculties’ occurrences, this would imply that research carries more prestige over teaching. Research is more visible and in addition to boosting faculties’ reputation, will ultimately enhance the international prestige and competitiveness of the university. This supports the views by Rhoades (2005) and Bloland (1995) on the many hierarchies evident in higher education. Rhoades (2005) has argued that administrators and professors referred to units that did and did not generate revenues. Rhoades (2005) further pointed out that the research faculty produced useful knowledge which could be measured by the amount of grant money, commercial applications or critical recognition they received in appropriate circles, which might enhance the institution. According to Bloland (1995), research was above teaching, doctoral studies over masters, tenured faculty over non-tenured, and so on.

Faculty members' increasing involvement in "entrepreneurial" activities could be a contributory factor to some students' negative opinions of some of them. And as pointed out by participants, some faculty members did not have the time to meet and have discussions with them outside of class time; some set only multiple choice examinations which were not intellectually challenging, and in some cases, the teaching content and methods were of a poor quality. Entrepreneurial activities, such as grant application requires considerable time for the administrative work. And as noted in Queen's Annual Report 2005/2006, "academic units have adopted strategies to meet the continuing budget cuts, but a decade of severe financial constraints has resulted in an "academic quality deficit" in terms of student-to-faculty ratio (p. 19). On the other hand, Rhoades (2005) pointed out that academic capitalism also has some advantages, which include spill over to research and teaching, future consulting opportunities for faculty, employment of graduates, and equipment gains. But while entrepreneurial activities could have an impact on faculties' wholehearted commitment to teaching, some students noted that internationalization was irrelevant to disciplines such as engineering, the sciences, and mathematics, which helped to compound the negative views of the faculty. This discipline incompatibility argument also surfaced in a study by Bond, Huang, & Qian (2003), from the faculties' perspectives.

### Summary

The motives and benefits of internationalization as perceived by students, strongly point to the development of global competence perspective as the major focus of internationalization at Queen's University, which support the goal publicly articulated by

the institution. Students have talked about the positive learning experiences from the internationalization programs and activities. The international knowledge and intercultural communication skills gained will help to prepare them to live and work in a global world. The need to improve the internationalization programs and activities so as to benefit more students was also stressed by participants. However, there appear to be some conflicts regarding the goal to prepare graduates to become globally competent and the university's involvement in entrepreneurial activities to help fund its operation. The next chapter gives the summary of the study, implications, recommendations, and concluding remarks.

## CHAPTER 6: CONCLUSIONS

The final chapter begins with a summary of the study. This is followed by the implications of the findings, recommendations, and concluding comments.

### Summary of the Study

The primary purpose of this study was to (a) understand the ways in which students reported benefiting from the range of programs and activities associated with Internationalization-at-Home (IaH) initiatives, and (b) to ascertain which of the three dominant internationalization frameworks (Global Competency, Academic Capitalism, and Academic Colonialism), likely inform the institutional practices experienced by these students. There have been numerous claims by education officials about internationalization efforts and their benefits to students. Internationalization, however does have some negative consequences.

This study was carried out at Queen's University in the province of Ontario. Only students in their third year of study and above from the faculties of Arts and Science and Applied Science, and from the School of Business participated in the study.

The study collected data through a web-based questionnaire and a focus group interview. The survey comprised mainly open-ended questions for qualitative analysis in line with a social constructivist approach. The questions focused on internationalization of the curriculum, the role of faculty and co-curricular activities in internationalization, and the overall educational benefits of these activities to students. Two hundred and thirty-eight usable surveys were obtained from the survey. Themes were generated from the survey, in conjunction with the analysis from the interview data. The themes were

analyzed within the conceptual framework of the three perspectives. My intent was to gain insights into the practice of Internationalization-at-Home programs and activities at Queen's University, and examine how they have contributed to the overall education of students as intended, as well as to consider the implications for practice and research.

Queen's University had implemented a number of internationalization programs and activities. Although the main focus of internationalization as explicitly expressed by Queen's University, was to educate students to become globally competent, there seemed to be conflicting signals between the institution's internationalization goals as stated in policy statements, and what was manifested in practice. While a number of students had benefited from the internationalization programs and activities, a significant number still had not benefited. However, the results of this study have demonstrated that Queen's internationalization programs and activities have had some success with students. As can be gleaned from the four themes found on the benefits and intent of internationalization, the majority of the respondents did not perceive neither academic capitalism nor academic colonialism to be the main focus of internationalization at Queen's University. Responses to the view of internationalization contributing to academic capitalism and academic colonialism were infrequent, compared to the overwhelming responses that support the development of global competence perspective, the perspective articulated by Queen's University in its policy documents, as well as in faculties' brochures. The main findings from this study on the educational benefits of internationalization could be summed up in the statement by Teichler (2004). Teichler noted that "by and large, scholars analyzing the internationalization of higher education tend to share the view that

internationalization opens up more desirable opportunities than it produces dangers” (Teichler, 2004, p. 6).

### Implications

The findings of this study, as often the case in most research, raised many questions on internationalization that require further investigation, as well as brought out other issues not addressed by the research questions in this study. I want to highlight four issues that I believe have implications for policy and practice and warrant further research: Faculty and the curriculum and the contribution to internationalization, the issue of co-curricular activities, international students on campus, and study abroad programs versus IaH programs.

#### *Faculty and the Curriculum and Contribution to Internationalization*

A number of studies found that faculty contribution to internationalization was less than desirable (ACE, 2005; Bond, Huang, & Qian, 2003; Bowry, 2002; Green, 2002). In this study, 47.1% of students noted that faculty had not contributed to their international learning, which was a significant proportion, and many researchers have agreed that faculty’s role in internationalization of the classroom is crucial. The role of faculty and the disciplines cannot be separated. Several participants in this study indicated that internationalization was not applicable to disciplines such as science, engineering, and mathematics, a view that had been alluded to in other studies (Bond, Huang, & Qian, 2003; Ellingboe, 1998; Mestenhauser, 2002). This study found that (a) study abroad programs were limited to a minority of students, (b) participation in co-curricular activities was very low, and (c) the number of international students on campus was

limited. These findings therefore suggest that students' international learning on campus was highly dependent on the faculty and the curriculum. But faculty have academic freedom over their courses, and if their main focus was not on educating students to be globally competent, then their teaching could impact negatively on students' international learning. Some questions were therefore pertinent: How does academic freedom align to the internationalization goals of the university? Are the internationalization goals of the university sufficiently communicated to faculty? What support structure is in place to help faculty internationalize their curriculum? How can faculty better enhance IaH programs so as to benefit more students? A study by Green (2002) also addressed similar issues. Green (2002) pointed out that internationalization was everyone's business, and that while the commitment of senior leaders was necessary, widespread faculty and administrative leadership was essential to create institutional energy and change. Green (2002) further highlighted some of factors that contributed to the success of internationalization at these institutions. These included leaders who consistently and repeatedly communicated the message to faculty, staff, and students that internationalization was vital to the institutions' academic vibrancy, as well as vigorous efforts to engage faculty in course redesign through curriculum development fund. Future research should consider the role of all professors in all faculties and all disciplines in the internationalization process.

#### *The Issue of Co-curricular Activities*

This study found a low participation rate of students in co-curricular/extracurricular, which was similar to the findings by ACE (2005). This is another cause for



concern, as co-curricular activities complement the academic activities, and according to some students, can enhance the “cultural life” of the campus. In addition, students noted that there was a lack of funding for these activities. There is therefore the need for a formal re-examination of these activities, how they are organized, who organizes them, resources involved, and the timing of these events, among other things, in order to increase the participation rate and make them more effective.

#### *International Students on Campus*

Participants in this study have indicated that the student body was not diversified enough, and there was the need to have more international students. This was also the sentiment expressed by Queen’s University in its 2006 Strategic Plan. The university has expressed its intention to increase international student enrolment to diversify and enrich the intellectual life of the campus. At the same time, Queen’s University plans to maintain the number of undergraduate full-time students at the 2005/2006 level, while increasing graduate enrolment. The rationale for this position is that the university wants to maintain its status as a medium-sized university, with a focus on the quality of education rather on numbers. But, traditionally, internationalization efforts were generally directed at undergraduate education. Currently, international undergraduate student enrolment accounts for a mere 4.0% of total full time undergraduate, not much growth from the 2.6% recorded in 1988/99. And there was only a 0.8% increase in international undergraduate student enrolment in fall 2004 over 2003, but a 5% increase in 2005 relative to 2004. These figures do not reflect much growth in international undergraduate student enrolment in recent years. It would appear that a significant increase in the ratio

of international students to domestic students would be required in order to achieve this cultural diversity and cultural enrichment envisioned by Queen's University. Although a larger diversity in the student body does guarantee more cultural enrichment, if programs and activities are not in place and carried out in a way that would harness the contribution of international students, and integrate them more fully into campus life. Queens appears to be faced with a dilemma. Will Queens therefore reduce the intake of domestic students in order to increase the international student enrolment? And if Queens decide to reduce the intake of domestic students, how does this conflict with the national interest?

There is also the question of the benefits of having a mix of both domestic and international students on campus, and how and if they are utilized in the internationalization process. As this study found, students value the mix of domestic and international students on campus, the learning gained from this diversity both in and outside the classroom, and the friendships and connections made. As this study found, the majority of students indicated that they have been in class with a mix of domestic and international student, but a significant number of students have indicated that for various reasons, faculty did not utilize the mix of students in the classroom in the learning process. I therefore agree with Bowry (2002) that future research should investigate whether Queen's "idealistic views of enrolling foreign students is justified in practice" (p. 180).

#### *Study Abroad Programs versus IaH Programs*

The IaH program, especially as it relates to the internationalization of the curriculum is a complex issue. This study found that students, especially from

engineering and the sciences seem to be at a disadvantage in both the study abroad and IaH programs. Several participants have indicated that internationalization was not applicable to disciplines such as science, engineering, and mathematics. And internationalization of the curriculum is seen as the most important of the internationalization strategies that can impact all students. As was discussed in a preceding section, there was also the problem of support for co-curricular activities from both the administration and students. Also, the study abroad programs were the most popular of the internationalization programs; the majority of the students knew about them, and expressed the desire to participate in them. Study abroad programs, however, are limited to a small number of students, and also require students to find substantial financial resources. Further research is needed on the status of mobility based versus IaH programs, taking into account the resources provided for their implementation, how are they promoted, what resources are devoted to each, and how are resources sourced and allocated.

### Recommendations

Queen's University has been involved in internationalization activities for years. As revealed by this study, Queen's university provide a wide range of international programs and activities, but there is always room for improvement. Following are the major recommendations made by students, which have implications for the study abroad programs and IaH programs, faculty, administration, and students.

With regard to study abroad programs, students are recommending an expansion in the number of partnering institutions and countries involved with exchange/study

abroad, reduction in the cost of study abroad programs, as well as more bursaries and/or subsidies to assist more students to participate. In order to participate in study abroad programs, students need to have high grades. Students are recommending less rigid requirement for participation. Students also see the need for more international opportunities for all departments, as some departments do not have exchange/study abroad programs. There also needs to be a re-examination of the ISC: the courses offered there are limited, do not offer courses that cater to students from certain departments, as well as, the grading format hinders students on scholarships from participating.

Some students also believe that there should be mandatory international course requirement for all students, as well as an international aspect to each degree. In the current situation, some program requirements are very restrictive and/or inflexible, so many students are unable to take international courses. Students also want to see more international courses, more courses with an international focus, as well as less Western options in some disciplines.

There should be more diversity in the student body and faculty, an increase in the number of international students and a reduction in the number of domestic students, as well as more integration of international and domestic students.

Students also recommended having more advertisements and promotions to create more awareness of international opportunities and events both locally and overseas. There should also be more recognition and support of the co-curricular activities by administration, more involvement of the administration in promoting the benefits of these

activities, and that these activities should be more of a requirement for undergraduate students.

Finally, students suggested that their counterparts should also take some responsibility for their international learning. There were many opportunities for international learning at Queen's University, but students themselves needed to show more interest in these activities, and many students did not take advantage of them.

#### Concluding Comments

Internationalization has become an important priority for higher education institutions. Internationalization is as a complex process, and the task of implementing internationalization campus wide is no easy task. For internationalization to succeed, all the relevant stakeholders need to get involved. Communication and collaboration among all concerned parties on the goals and strategies of internationalization is crucial. A piecemeal approach will not do much to deepen internationalization and students' international learning. Queen's University like other higher education institutions in Canada, will need support from both the federal and provincial governments to further advance their international efforts. With reduced funding from governments, many institutions resorted to "entrepreneurial" activities, to maintain their viability. As such, conflicting goals of internationalization were evident and could thwart the expected benefits as envisioned by Queen's University.

This study has sought to explore internationalization from the students' perspectives. The findings have answered the research questions, as well as shed insights into some inherent problems with the internationalization efforts. Queen's University has

been involved in a number of internationalization programs and activities, both in the academics and non-academics. Although there were conflicting signals on the direction of internationalization, one cannot underestimate the tremendous benefits students derived from the internationalization programs and activities. The exposure and/or increase in international knowledge and inter-cultural skills have far-reaching implications beyond the university. Global competence is vital in a world where national borders are becoming increasingly blurred, and where multiculturalism is a growing phenomenon in communities and workplaces.

This study is timely, and comes against the background of Queen's University continued and renewed efforts to internationalize the institution, as well as, the increasing priority institutions worldwide are placing on internationalization. This study from the perspectives of both domestic and international students could give us a relatively complete account of the gains from internationalization and inherent problems with the internationalization efforts. The perspectives of students are worth considering in any internationalization efforts. However, while it is recognized that interviews with faculty and administrators, as well as an examination of course outlines for the various courses would add to the context of the data and contribute to comparative analysis, this was not undertaken in the interest of the feasibility of this study.

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## Appendix A: Sample Web-based Survey

**Domestic and International Students' Experiences With and Perceptions of the Educational Benefits of Internationalization at Queen's University in Canada.**

Please complete the survey, giving as much detail as possible and return as soon as possible. Please answer as honestly as possible and do not collaborate in answering the questions. Please be sure to click on the "Submit" button at the bottom of the form to send us your completed questionnaire.

**1. Background Information**

1a. Are you an international student or were you born in Canada? -----

1b. In which country were you born? -----

1c. Gender: Male ----- Female -----

1d. How many and which languages do you understand or speak? -----  
-----

1e. In what Faculty/School/Department are you registered? -----  
-----

1f. How long have you studied at Queen's University? -----

**2. Your Expectations**

2a. Why did you choose Queen's University for your studies? (Please include as many reasons as are relevant). -----  
-----  
-----

2b. What do you expect a Queen's education to give you? -----  
-----  
-----

2c. Are your expectations being met? No ----- Yes -----

2c1. If Yes, what has contributed to this? -----  
-----  
-----

2c2. If No, what has hindered this? -----  
-----  
-----

### **3. Awareness of Internationalization of Higher Education**

3a. What does “internationalization of higher education” mean to you? -----  
-----  
-----

3b. Do you think Queen’s University places importance on providing students with international learning opportunities? No ----- Yes -----

3c1. If yes, please give some examples. -----  
-----  
-----

3c2. Which of these program/activities are most beneficial to you, and why? -----  
-----  
-----

3d. How do you normally find out about international activities, programs, or courses at Queen’s University?

3d1. I don’t hear about them -----

3d2. I usually hear through (include as many sources as apply). -----  
-----  
-----

### **4. Internationalization of the Curriculum**

4a. How many undergraduate courses have you taken so far? -----

4b. Of the courses taken, how many had an international focus?

None ----- One or More -----

4b1. If you have taken courses with international focus, what was it that made these courses international? -----  
-----  
-----

4c. In general, what is beneficial about courses with an international focus/content?

-----  
 -----

### **5. Role of Faculty/Students in Internationalization**

5a. Have faculty members contributed to your international learning experiences in the classroom? No ----- Yes -----

5a1. If Yes, how? -----  
 -----  
 -----

5b. In what ways do faculty members, in general, demonstrate their knowledge of international issues/events/cross-cultural subject matter? -----  
 -----  
 -----

5c. Have you been in classes where there was a mix of domestic and international students?

No ----- If no, skip to section 6 Yes -----

5c1. If yes, how (if at all) did the faculty members utilize this mix of students?

-----  
 -----  
 -----

### **6. Role of Co-curricular/Extra-curricular Activities in International Learning**

6a. Have you participated in co-curricular/extra-curricular activities at Queen's University that have an international focus? Co-curricular activities include activities such as international week, international student orientation, volunteer opportunities, conferences hosted by clubs and student associations, festivals, sports, and other cultural activities.

No ----- If not, skip to section 7.

Yes -----

6a1. If yes, in what ways were the co-curricular/extra-curricular activities beneficial to you? -----  
 -----  
 -----



## 7. Educational Benefits of Internationalization

7a. Overall, how have you benefited from academic programs and or co-curricular/extra-curricular that have an international focus?

7a1. I have not benefited. -----  
-----

7a2. These are the ways I have benefited. -----  
-----  
-----

7b. If you have participated in co-curricular/extra-curricular activities and/or academic programs, how do you plan to use the international learning that you have gained?  
-----  
-----

## 8. Recommendations

8a. In what practical ways could Queen's University significantly enhance students' international learning experiences? -----  
-----  
-----

8b. Please comment on any aspect of your academic program and/or co-curricular activities, and the international learning that they do or do not promote.  
-----  
-----  
-----

8c. Please comment on **any other** aspect of internationalization of higher education that you wish to discuss. -----  
-----  
-----

## 9. International Experiences Prior to Attending Queen's University

Have you:

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| 9a. Ever travelled outside of your country of origin?                  | <input type="radio"/> | <input type="radio"/> |
| 9b. Have you ever lived outside of your country of origin?             | <input type="radio"/> | <input type="radio"/> |
| 9c. Participated in a student exchange program or study abroad program | <input type="radio"/> | <input type="radio"/> |

Appendix B: Sample Letter of Information for the Web-based Survey

**Survey of Domestic and International Students' Experiences with and Perception of the Educational Benefits of Internationalization at Queen's University in Canada.**

Dear 3rd and 4th Year Undergraduate Students at Queen's University,

I am writing to request your participation in a research study, conducted as part of thesis requirements for the Master of Education program at the Faculty of Education, Queen's University. The ultimate goal of this study is to better understand students' experiences with internationalization activities, and their perceptions of the educational benefits of these internationalization activities.

The web-based survey should take you approximately 30 minutes. Participation in the research project is completely voluntary. You are not obliged to answer any question(s) you find objectionable. You can withdraw from the study prior to the submission of the survey without reasons and without any consequence to you. The results of this research may be presented at conferences and published in research journals. Please be assured that all information collected from the survey will be known only to me, the researcher. At no time will your name or any other identifier be reported or published.

I am also interested in finding volunteers to participate in a focus group interview following the end of the survey. If you are interested in and/or would like more information about the focus group, please provide your contact information (email or telephone number) at the end of the survey questionnaire, and/or please contact me, Elaine Hayle at [4emh1@qlink.queensu.ca](mailto:4emh1@qlink.queensu.ca). Please be assured that your email address and all information collected will be kept confidential.

This research has been cleared by the Queen's University General Research Ethics Board. A copy of the letter of ethical clearance is available upon request to the researcher or her supervisor. Should you decide to proceed as a participant of the survey, I request that you demonstrate your consent by pressing the CONTINUE button below.

If you have any questions about this study, please contact Elaine Hayle at 613-542-8816 (email: [4emh1@qlink.queensu.ca](mailto:4emh1@qlink.queensu.ca) or [elainehayle@hotmail.com](mailto:elainehayle@hotmail.com)); or my thesis supervisor, Dr. Sheryl Bond at (613)533-3031 (email: [slb2@post.queensu.ca](mailto:slb2@post.queensu.ca)). For questions, concerns or complaints about the research ethics of this study, please contact the Dean of the Faculty of Education, Dr. Rosa Bruno-Jofré at (613)533-6210 (email: [brunojor@educ.queensu.ca](mailto:brunojor@educ.queensu.ca)) or the chair of the General Research Ethics Board, Dr. Joan Stevenson at (613)533-6081 (email: [joan.stevenson@queensu.ca](mailto:joan.stevenson@queensu.ca)).

Thank you for your consideration of this request, and thank you in advance for your participation!

## Appendix C: Email Recruitment Message

**To: 3rd and 4th year full-time undergraduate students at Queen's University**

I am writing to request your participation in a focus group interview. This pertains to my research study as part of thesis requirements for the Master of Education program at the Faculty of Education, Queen's University. The ultimate goal of this study is to better understand students' experiences with internationalization activities, and their perceptions of the educational benefits of these internationalization activities at Queen's University.

The focus group interview is the second part of the study which will include questions pertaining to students' international learning experiences during university studies, contribution of faculty members to students' understanding about other cultures and other countries, students' awareness of international activities and programs, and the benefits of an international education.

If you are interested in participating in the focus group interview, please contact Elaine Hayle, the researcher, as soon as possible, at [4emh1@qlink.queensu.ca](mailto:4emh1@qlink.queensu.ca) or [elainehayle@hotmail.com](mailto:elainehayle@hotmail.com)

Thank you for your consideration of this request.

Elaine Hayle  
M.Ed. candidate  
Faculty of Education  
Queen's University  
Email: [4emh1@qlink.queensu.ca](mailto:4emh1@qlink.queensu.ca) or [elainehayle@hotmail.com](mailto:elainehayle@hotmail.com)

Appendix D: Sample Letter of Information for the Focus Group Interview

**Domestic and International Students' Experiences with and Perceptions of the Educational Benefits of Internationalization at Queen's University in Canada.**

Dear 3rd and 4th Year Undergraduate Students at Queen's University

I am writing to request your participation in a research study, conducted by Elaine Hayle, the researcher, as part of thesis requirements for the Master of Education program at the Faculty of Education, Queen's University. The ultimate goal of this study is to better understand students' experiences with internationalization activities, and their perceptions of the educational benefits of these activities.

You are asked to participate in a group interview. You will be asked questions pertaining to students' international learning experiences during university studies, contribution of faculty members to students' learning about other cultures and countries, students' awareness of international activities and programs, and the benefits students place on international education. I will lead the interview. The setting will be on campus at a mutually convenient location, and will be conducted at a time that is convenient to all who are participating. The interview will be for approximately 1 1/2 hours and will be audio-taped. The audio-taped interview will be transcribed and will be destroyed after five years. The data will be maintained as a computer file. Pseudonyms will be assigned to the participants in the focus group and only these pseudonyms will be used in the reporting of the data.

Students who volunteer to participate in the interview will be known only to me. Although confidentiality cannot be guaranteed, you are requested not to discuss the content of the discussion outside of the group. I do not foresee any risks associated with your participation in this research study. Participation in the research project is completely voluntary. You are not obliged to answer any questions you find objectionable. You are free to withdraw from the study without reasons at any point without consequence to you.

The results of this research may be presented at conferences and published in research journals. At no time will your name or any other identifier be reported or published. This research has been cleared by the Queen's University General Research Ethics Board. If you have any questions about this study, please contact the researcher, Elaine Hayle, at 613-542-8816 (email: [4emh1@qlink.queensu.ca](mailto:4emh1@qlink.queensu.ca) or [elainehayle@hotmail.com](mailto:elainehayle@hotmail.com)) or my thesis supervisor, Dr. Sheryl Bond at (613)533-3031 (email: [slb2@post.queensu.ca](mailto:slb2@post.queensu.ca)). For questions, concerns or complaints about the research ethics of this study, please contact the Dean of the Faculty of Education, Dr. Rosa Bruno-Jofré at (613)533-6210 (email: [brunojor@educ.queensu.ca](mailto:brunojor@educ.queensu.ca)) or the chair of the General Research Ethics Board, Dr. Joan Stevenson at (613)533-6081 (email: [joan.stevenson@queensu.ca](mailto:joan.stevenson@queensu.ca)).

Thank you, Elaine Hayle, M.Ed. Candidate, Faculty of Education

## Appendix E: Sample Letter of Consent for the Focus Group Interview

Dear 3rd and 4th Year Undergraduate Students at Queen's University,

I have read and retained a copy of the letter of information concerning the study, *Educational Benefits of Internationalizing Higher Education: The Students' Perspectives, at Queen's University*, and all questions have been explained to my satisfaction.

I am aware of the purpose and procedures of this study and I have been informed that the focus group interview will be audiotaped. I understand that there are no known risks associated with participation in the research study. I understand that confidentiality will be protected to the extent possible by appropriate storage and access of data as well as the use of pseudonyms. Students who volunteer to participate in the focus group interview will be known to me and to each other, and although confidentiality cannot be guaranteed, they will be asked to keep the discussion confidential.

I have been notified that participation is voluntary and that I may withdraw at any point, without any consequences to me. I understand that, upon request, I may have a description of the results of the study after its completion. I also understand that the researcher intends to publish the findings of the study.

I have agreed to participate in the study entitled *Educational Benefits of Internationalizing Higher Education: The Students' Perspectives*, conducted through the Faculty of Education at Queen's University.

I am aware that if I have questions about this research project, I can contact Elaine Hayle, the researcher, at 613-542-8816 (email: [4emh1@qmlink.queensu.ca](mailto:4emh1@qmlink.queensu.ca) or [elainehayle@hotmail.com](mailto:elainehayle@hotmail.com)) or that I may contact her thesis supervisor, Dr. Sheryl Bond at (613)533-3031 (email: [slb2@post.queensu.ca](mailto:slb2@post.queensu.ca)). I am also aware that for questions, concerns or complaints about the research ethics of this study, I can contact the Dean of the Faculty of Education, Dr. Rosa Bruno-Jofré at (613)533-6210 (email: [brunojor@educ.queensu.ca](mailto:brunojor@educ.queensu.ca)) or the chair of the General Research Ethics Board, Dr. Joan Stevenson at (613)533-6081 (email: [joan.stevenson@queensu.ca](mailto:joan.stevenson@queensu.ca)).

I HAVE READ AND UNDERSTOOD THIS CONSENT FORM AND I AGREE TO PARTICIPATE IN THE STUDY.

Student's name (Please Print): \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_ Telephone number: \_\_\_\_\_

Email address: -----

## Appendix F: Sample Interview Protocol

### **Intoduction to Students**

1. Good..... Thank you for agreeing to participate in this interview.
2. I'm Elaine Hayle, Final year graduate student in the Faculty of Education.
3. The purpose of this interview is to garner your perspectives of your experiences with and the degree of internationalization activities at Queen's University, and the educational benefits of these internationalization activities to you.
4. I will asking you questions and I am looking for your opinions and experiences while studying at Queen's University. There are no wrong answers.
5. Please read the letter of information and sign the letter of consent.

## Appendix G: Sample Interview Questions

1. Please state whether you are a domestic or international student. In which faculty/department are you? What year of study are you in?
2. Why did you choose to study at Queen's University? All things being equal (funding, etc), would you choose Queen's University over other universities in Canada and other countries and why? (include as many reasons as possible).
3. What do you expect your Queen's University education to give you? Are your expectations being met? How or how not?
4. It is said that Queen's University has a good reputation? Can you comment on that? What about the reputation of Queen's University that distinguishes it from other universities in Canada and other countries?
5. What type of international learning experiences have you had since been at Queen's University?
6. What does "internationalization of higher education" mean to you?
7. Do you know about many international activities and/or programs at Queen's University? Which activities and/or program have you heard about? Have you participated? Why or why not? How do you hear/know about them?
8. To what extent are the courses/programs/extracurricular activities at Queen's University internationalized? How many of your courses had an international focus? What was it that made these courses international?
9. What is Queen's University doing or has done to internationalize the overall learning experiences within and outside the classroom? In what ways could Queen's University significantly enhance students' international learning experiences?
10. What do you think are the main reasons for Queen's University placing importance on internationalization in its strategic plan?
11. What role did faculty play in your international learning experiences? If they didn't play a role, what do you think prevented this? What do you think they could do?
12. How significant is the mix of domestic and international students in and out of class to your international learning experiences?

13. Overall, how have you benefited from internationalization activities/programs at Queen's University? How important are these experiences to you? What value do you see in them?

THANK YOU