

Canadian university internationalization:  
Selective perceptions of five faculty members

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## Thesis Abstract

Internationalization of post secondary institutions has been suggested as one of the most critical undertakings of higher education today. Despite growing interest in this phenomenon as an institutional initiative, relatively few studies consider internationalization from the perspective of faculty members whom some have identified as key catalysts of the internationalization process. Using a phenomenological research approach to examine the experience of five faculty members actively engaged in the internationalization process of their Canadian university I seek to understand how participants define internationalization, what motivates them to engage in this process and how the institutional and individual efforts to internationalize influence each other. I compare faculty motivations with institutional positions through an analysis of strategic institutional documents using de Wit's (2002) internationalization rationale categories. Results suggest that institutional internationalization might be more effective in engaging faculty members when faculty perspectives and priorities are considered in the development of institutional strategies.

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## Chapter 1: Introduction

On the Canadian prairie, where the landscape is flat and the sky is large, the possible directions before a prospective traveler are as limitless as the horizon. Without prior experience or an accurately drawn map, there would be little to guide a person to their destination. It is possible to seem lost and insignificant in the expansiveness of the prairie, overwhelmed by the feeling that every visible thing is part of the same enormous canvas. The prairie can be a great equalizer as everyone has the same vantage, although it is also more difficult to gain a higher perspective to see beyond the next obstruction. The idea of community is strong on the prairie because connection with others is your best chance for survival when the elements turn harsh, and because outside connections seem so far away. But, perhaps most poignant of all is the sense that the wide open landscape provides unconstrained opportunity to move in any direction, at any speed, without concern—the illusion of freedom.

There are lessons to be learned from a prairie landscape that help improve an understanding of the internationalization process currently being embraced by many institutions of higher education in Canada. In an environment of globalization, possible directions may seem confusingly limitless, dangers are sometimes difficult to see and there are few options to rise above to gain a clear view of the distant future. However, having a clear vision to formulate an accurate plan for internationalization has been deemed one of the most critical undertakings facing universities in the current knowledge-based global economy (Altbach & Peterson, 2007; Duderstadt, 2005; Egron-Polak, 2005). Higher education institutions, no longer academic islands separated by



insurmountable distance, are becoming connected through multiple pathways and even converging into higher education communities.

Institutional strategies to internationalize their campus have been described as ‘road maps’ for internationalization (Childress, 2009). If that is the case, my research here may be analogous to the routes that individual travelers choose to take, for what purpose, and whether they find established roads or personal footpaths to better suit their purpose. I return to the analogy of the prairie landscape, and how ‘internationalization roadmaps’ enable and assist individual academic travelers to make the connections between home and abroad, through the course of my analysis of faculty member engagement in the institutional internationalization process.

Formally recognizing and facilitating connections between universities in different countries through an articulated internationalization strategy, is increasingly appearing in key institutional documents (Childress, 2009). In a nationwide survey in 2006 the Association of Universities and Colleges of Canada (AUCC) found that 95% of participating Canadian higher education institutions referenced an international dimension in their strategic planning documents (AUCC, 2008b). These figures suggest that higher education institutions in Canada are beginning to engage with the possibilities of a global knowledge based economy. In making links between institutions and countries, Canadian universities are stepping out from an isolated prairie mentality and finding many challenges ahead. In order to engage these international partnerships effectively, universities may need to consider fundamental changes to their core purpose, function and delivery (Knight, 2004) as they engage the broad landscape facing higher education in a global knowledge based economy.

Increasing attention to the organizational process of internationalization in institutes of higher education seems to be evidence of a growing awareness among institutional stakeholders of the impact that globalization is having on the educational sector (Kehm & Teichler, 2007). While globalization is not synonymous with internationalization, neither are they mutually exclusive (Eggen-Polak, 2005). Internationalization in institutions of higher education could be seen as an organizational response to globalization (Coelen, 2008), making it impossible to understand one without an understanding of the other. Consequently, a consideration of some of the significant ways that globalization is having an impact on and changing the context of higher education is necessary in order to appreciate why university administrations are making strategic decisions to internationalize and how this in turn has an impact on the experience of individuals, specifically, faculty members, within the university.

Additionally, because internationalization at national/sector/ institutional levels has been defined as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education” (Knight, 2004), any study of its implementation or impact is also necessarily broad-reaching across sectors, disciplines and structures of the institution itself. To single out internationalization as primarily a process affecting the educational dimensions of university purpose is to omit important and inter-related impacts in research, service and other aspects of institutional function and delivery. Consequently, it is most helpful to see the process in a multi-faceted, multi-dimensional approach.

Internationalization is thus of necessity examined from a range of vantage points, including the student learning experience (de Wit, 2001; Deardorff, 2006; Naidoo, 2006),

strategic planning (Ayoubi & Massoud, 2007; Elkin, Farnsworth, & Templer, 2008; Taylor, 2004), educational systems and organization (Bleiklie, 2005; Marginson, 2006; Teichler, 2008), to name a few. However, relatively few studies have been devoted to the experience of the faculty members within higher education institutions (Sanderson, 2008). My current phenomenological exploration of the experience of faculty members with internationalization is a contribution towards beginning to address this gap in the literature to date. I focus on the relationship between expressed institutional strategic positions about internationalization at six universities in western and central Canada and the expressed personal rationale for involvement in internationalization of five faculty members working in different disciplines at five different universities in western and central Canada. My study has been conducted between March 2010 and January 2011.

This introductory section provides an overview of this thesis, including its purpose, research context and limitations, conceptual framework, key questions being asked and an account of the researcher's background perspective. Having established the research question and context, the study examines some of the current and relevant research literature on the impact of globalization on higher education, internationalization as an institutional response and the experience of individual faculty members in this context. Following this, an account of the study's research methodology precedes the discussion of results. Finally, some implications are brought forward for consideration among institutional administrators and individual faculty members who are interested in furthering the internationalization process within their higher education institutions.

### ***Purpose and significance of understanding the faculty member perspective in internationalization***

A national study conducted by the Association of Universities and Colleges of Canada (AUCC) in 2006 notes that “strong interest on the part of faculty members is the single most important organizational factor to support internationalization” (AUCC, 2008b, p. 7) This is corroborated by several other authors (AUCC, 2008b; Sanderson, 2008; Schoorman, 2000b; Schuerholz-Lehr, Caws, Van Gyn, & Preece, 2007; Stohl, 2007), who describe faculty members as primary agents in the internationalization process within their institutions, being both contributors and inhibitors, actively furthering internationalization as well as being impacted by its effects. Since faculty members bear responsibility for the primary academic mission and purpose of higher education institutions, i.e. that of teaching, research and service (Tandon, 2008), it is relatively easy to argue a case for faculty members being critical players in institutional development and change. Internationalization, as a process oriented dynamic phenomenon in higher education (Knight, 2004), especially as it relates to the faculty member experience, is best considered in light of the fundamental academic purposes of teaching, research and service. Consider briefly the following examples of how faculty member roles within the institution might affect the process of institutional internationalization.

In their role as educators, faculty members influence student learning, passing on both knowledge and skills in their discipline specialization. While students learn from many other influences during their university education, the primacy of professorial mentorship for shaping student perception and understanding is well documented (Schuerholz-Lehr et al., 2007; Shute, 2002; Stohl, 2007; Taylor, 2004). Consequently,

faculty members are key conduits through which students learn, understand and develop their world views (Paige & Mestenhauser, 1999; Taylor, 2004).

Similarly, faculty member participation in generating new knowledge through research and in reaching out to serve the community greatly enhances the institutional internationalization process (AUCC, 2009a). Through international collaboration in research and service activities, faculty members are primary facilitators of institutional partnerships and global networks (Altbach & Teichler, 2001). In Canada, more than 40% of academic publications are the product of international collaboration which is more than twice the global average (AUCC, 2009a). A 2006 survey revealed that interest in international research collaboration either in relation to “global issues” concerns, or contributions to developing country capacities are over 65% and 63% respectively (AUCC, 2009a, p. 4). Institutional reputation on the global scale is influenced by the international recognition of the work of individual faculty members (Marginson & van der Wende, 2007). The literature is silent about whether faculty members are aware of the extent to which their individual activities contribute to the promotion of internationalization agendas of their universities.

Beyond their roles in teaching, research and service, many faculty members hold positions in administrative leadership within the institution, which is also a means of contributing to the institutional internationalization process. As administrative leaders, such faculty members make decisions about resource allocation, curriculum offerings, research directions, and general university management. Their ability to influence internationalization through these positional responsibilities within university administration is recognized in the research conducted for this study.

In spite of their key role and relationship vis-à-vis institutional internationalization, the faculty member experience remains poorly understood within the context of institutional internationalization (Sanderson, 2008). The purpose of this research paper is to gain a better understanding of how institutional efforts to internationalize impact faculty members and how faculty members perceive their role as active participants in internationalization efforts. The literature review for this study is structured around the recognized academic interests in teaching, research and service that are common objectives of both institutions of higher education and the faculty members within them.

By better understanding the faculty member experience in the internationalization process, findings of this study can contribute knowledge to assist in the effective construction of internationalization plans that involve faculty member perspectives and provides a base from which to improve strategies for internationalization outcomes that positively impact faculty member interests and objectives. Additional research might also draw on this study to further understand how the individual process of international involvement and intercultural learning can both facilitate and be facilitated by an internationally oriented institution.

### ***Research context and limitations***

My research looks at a uniquely Canadian perspective by interviewing five faculty members at different research universities in Canada that belong to either the “comprehensive” or “medical-doctoral” classifications of universities, according to Statistics Canada (Orton, 2009). While many studies have focused on the internationalization efforts of universities in Europe and the United States, Canada’s

internationalization research is relatively limited in comparison. Perhaps the decentralized nature of Canada's educational system, with primary government jurisdiction residing at the provincial level, has contributed to the cautious evolution of internationalization within Canadian higher education (Bond & Scott, 1999). In spite of its slow start in this country, internationalization has become one of the most important concerns facing higher education administrators in Canada, as evidenced by its presence in the top five advocacy priorities for the Association of Universities and Colleges of Canada (AUCC), the dominant membership affiliation of universities and colleges on a national scale (AUCC, 2008a). It is my intent to provide useful knowledge to further this important discussion in Canadian higher education.

I have used two different research methods to obtain different data sets that provide a basis for comparing individual perspectives and institutional strategic positions towards internationalization. I have chosen a phenomenological research approach to provide an in depth understanding of internationalization as experienced by several individuals deeply engaged in this phenomenon within their institutions. The individuals selected to participate in this study have been gathered from a data set of nominees for national internationalization awards. This approach yields several significant benefits. First, these individuals are well suited to provide knowledgeable comments on the study topic and a depth of understanding based on personal experience, which contains critical as well as supportive views towards institutional internationalization.

Second, since these individuals have been nominated for an award in recognition of their contribution towards internationalization within their institutions, an established relationship exists between the individual effort and the institutional priority to

internationalize. This is an important point of analysis for the study to explore an existing, acknowledged relationship rather than a hypothetical or poorly understood relationship. Finally, because these individuals are exemplars in the internationalization process, their experience provides a benchmark for other individual and institutional experiences. If the work of these individuals or the support of their institutions has enabled the internationalization efforts to be particularly successful, it is worth noting the reasons for this success as possible ideas to replicate elsewhere.

I also acknowledge several important limitations with the phenomenological research portion of the study. The first is a limitation intrinsic to the nature of phenomenological research, which typically emphasizes a depth of understanding of the phenomenon based on the experience of relatively few individuals (Creswell, 2007). As insight and perspective vary significantly between individuals based on many variables including institutional context, disciplinary background and prior international experience, broad generalizations cannot be drawn from this study to interpret or predict the lived experience of other individual faculty members.

A second limitation or bias in the phenomenological study arises from my choice to deliberately select faculty members that have been recognized and nominated by their institutions for excellence in promoting internationalization efforts within their universities. While these individuals are well suited to provide rich information related to their experiences in the internationalization process, their involvement cannot be deemed as typical or representative of the broader range of experience among the complete set of faculty members at these institutions. It is likely that a representative sample among faculty members would show greater diversity of experience, opinion and understanding



of the issues involved in the internationalization process. Additional research that might involve those faculty members who have intentionally remained uninvolved, or even those who have actively worked to minimize or halt the internationalization process, would provide a useful perspective for critiquing its impact within the institution and would be a helpful complement to this study.

To address this bias, critical reflections of the internationalization process are examined in the literature review. Additionally, study participants do provide a critical perspective of their own experience through identification of risks and barriers involved in the internationalization process. Although faculty member participants have been recognized for their contributions towards internationalization, many have achieved success in their efforts in spite of struggle along the way. These negative experiences are also part of their story that I have attempted to capture in this study.

My document analysis research of institutional strategic documents suggests an administrative institutional position on the phenomenon of internationalization within higher education in Canada. Publicly available, web-based strategic planning documents containing reference to internationalization priorities have been selected for this portion of the study. One of the benefits of using documents readily obtained via the Internet, is an increased likelihood that faculty members within institutions are cognizant of these institutional directives. However, it also introduces a limitation in that more specific details about internationalization strategies may be communicated by other means within the organization, such as through internal memos, town hall meetings, and the like. To address this limitation, individual participants have been invited to suggest documents to

be included in this portion of the research, although those who did only made reference to web based documents.

### ***Researcher perspective***

I am conducting my research from the perspective of a practitioner researcher. Having worked for nearly two decades in a central office of a Canadian research university administering international programs for students and, more recently, in university international relations, I find it is important to identify the personal bias that has provided the motivation for this study and has shaped a practical as well as theoretical background on which the research has been developed.

My commitment to the idea of “international education” was seeded in the desert of the horn of Africa. As I returned from a year of community development and refugee support work, it occurred to me that my contribution to the people I was leaving behind could be amplified if I devoted effort back in my own country towards expanding knowledge and awareness among my compatriots of how people live and work in other regions of the world. Through further education I honed my own awareness of the concepts and dynamics of the international development field, eventually leading me into employment in development education within a Canadian university. When government funding opportunities for university based development education programs was eliminated, I shifting to a position coordinating student exchange and study abroad programs. The wider geographic focus of this position allowed me to gain experience in all world regions as an advocate of knowledge exchange and cross-cultural learning for Canadian students going abroad. Most recently, my position in university international relations has shifted my involvement from student learning to academic collegial

cooperation. Each of these employment opportunities has served to expand my awareness and thinking from development and capacity building to mutuality of partnerships, from a student learning focus to engaging academic professionals in international collaboration for specific purposes.

Professionally, I am deeply involved in the internationalization process in the higher education institution in which I work. My responsibilities include bringing an awareness of international opportunities for teaching, research and service to individual faculty members within my institution. I am a conduit through which internationalization information flows both from external sources (such as new funding opportunities, new partner institutions, and broad global trends) and internal sources (such as linking expertise across disciplines, compiling data on activity across the university, developing policy and practice). I manage agreements, organize conferences and workshops, and provide advice and guidance for faculty members and units as they seek to internationalize.

As I have become involved in the multiplicity of institutional partnerships across the institution, I have become increasingly aware of my own inadequate knowledge of globalization and how it is impacting higher education in Canada. While I remain convinced that internationalization can help to lay a critical roadmap through the prairie-wide expanse of globalization possibilities, pursuit of internationalization in a haphazard, unchecked and unexamined way, is neither useful nor desirable. Indeed, much caution is warranted. The process of internationalization is fraught with many real difficulties, discomforts and problematic developments. It is also a complex and multi-faceted

phenomenon that requires careful reflection from a number of different perspectives in order to find an understanding from which to base strategic decisions.

As a centrally-based advocate for internationalization in a large research university with over one hundred years of academic tradition, I have become a champion of an individualized approach to the internationalization process. Internationalization might receive direction from a broad mandate issued by institutional leaders, but it gains purpose and priority in smaller units and in personal interests. While higher education institutions are compositions of different populations (students, support staff, faculty members), each there for a different purpose and with different roles and responsibilities, I agree with the growing number of authors that consider the most effective proponent of internationalization within the institution to be the faculty member (Sanderson, 2008; Schoorman, 2000a; Schoorman, 2000b; Schuerholz-Lehr et al., 2007; Stohl, 2007). For any broad-based institutional change to be successful, it must carry academic credibility, knowledge-based relevance and ultimately widespread support among the faculty members of the institution. Consequently, it is my opinion that without consideration of faculty member priorities, opinions or impact, a centrally issued call to internationalize the campus stands a good chance of being, at best, irrelevant and at worst, destructive to the overall ability of the institution to move forward with progressive and positive determination. The process must be engaged and owned at the unit and individual levels if it hopes to achieve institutional success.

For this reason, probing the experience and understanding of faculty members regarding internationalization is not only a curiosity but a necessity for me as I work cooperatively with my faculty member colleagues to facilitate an internationalization

process that is balanced, appropriate and effective for our university. My role in this process is that of a resource, a liaison and an advocate. As such, I must frequently navigate the tension within the institution that regularly plays out between competing interests, finite resources, resistance to change and uncertainty regarding potential opportunity. As Knight (2008) notes, higher education is indeed in turmoil (Knight, 2008) with perhaps the greatest impact being felt among those who have been in the academy the longest, those who have been educated and have stayed on to live their professional lives in higher education.

In my experience, individuals differ widely in their interest, ability and opportunity to engage the internationalization process. Many individual faculty members, who aspire to be involved internationally, demonstrate tremendous enthusiasm, promise and contagious energy. Others respond with caution, skepticism or passing curiosity. These dichotomies motivate my desire to understand the faculty member perspective, to know better the reasons behind different reactions and to possibly offer new insight to help bridge the gap between institutional and individual internationalization within the university.

### ***Conceptual Framework***

The conceptual framework for my research is based on three studies that help to clarify the internationalization process as it relates to both individual and institutional levels of engagement. First, I have taken the collaborative work of de Wit (2002) and Knight (2004, 2008) as they have jointly and singly advanced the importance of establishing an understanding of internationalization through the motivations and

rationales that drive higher education stakeholders both internal and external to educational institutions to engage in the internationalization process.

A structured analysis of internationalization rationales only began to emerge in the early 1990s with de Wit's (1991) work in presenting a discussion of social and academic rationales for internationalization (de Wit, 2002, p. 84). Other scholars also contributed to this discussion including Scott (Scott, 1992), Aigner and Stimpfl (Aigner & Stimpfl, 1992), and Knight (Knight, 1994). Knight and de Wit (1995) jointly published *Strategies for Internationalization of Higher Education: Historical and Conceptual Perspectives* in which they describe two grouping of rationales: economic/political and cultural/education. In this piece they state:

The rationales and incentives for internationalization are influenced and to a large extent constructed by the role and viewpoint of various stakeholders: international, national and regional governments; the private sector; institutions; faculty and students. While each of the stakeholder groups has a distinctive perception and set of priorities with respect to internationalization, there is also substantial overlap. (Knight & de Wit, 1995, p. 9)

Knight and de Wit (1995) maintain that an understanding of the rationales for engaging in the internationalization process is necessary to subsequently understand various institutional approaches to internationalization, from which stem the numerous activities and programs that further internationalization within the institution. While Knight (2004, 2008) and de Wit (2002) go on to elaborate on internationalization as an institutional process, developing models of how the internationalization process unfolds within the institution, my research lingers in the area of rationales, with a particular focus on one of the stakeholder groups identified above, that of faculty members. I examine the 'distinctive perspectives' of a small group of faculty members in order to understand

their ‘priorities with respect to internationalization’ and the ways these may overlap with the internationalization positions of institutional strategic documents.

In later work, de Wit (2002) and Knight (2004, 2008) each separate the rationale categories described in their 1995 publication into four distinct, though overlapping categories: political, economic, social-cultural and academic. Knight (2004, 2008) further draws out a set of six subcategories which she identifies as “of emerging importance”(Knight, 2008, p. 25) for institutions. These are: international branding and profile, quality enhancement/international standards, income generation, student and staff development, strategic alliances, knowledge production (J. Knight, 2008).

I have chosen to remain with the four broader rationale groupings as named by both de Wit (2002) and Knight (2004, 2008) in order to capture a wider range of rationales that may relate more specifically to the faculty member perspective. While Knight has developed her version of the rationale framework in part through its application to stakeholder perspectives of internationalization in Canadian higher education (Knight, 1997b), her analysis remains at the level of institutional administration and does not penetrate to the level of individual faculty members (Sanderson, 2008). de Wit’s (2002) development of his rationale framework stays with the wider categories of academic, political, social-cultural and economic, and his detailed descriptions of the meanings and subcategories within this framework offers a clarity with which to apply these rationales at both an individual and institutional level. Using a common framework at both levels facilitates the comparison of individual perspectives with institutional positions regarding the internationalization process.

de Wit's (2002) rationale framework does present some limitations as it has been developed in specific reference to higher education in the European context, where the relationship of higher education institutions to government is significantly different than in Canada. The European context, as de Wit (2002) notes, is a heterogeneous collection of diverse higher education systems bound by national government policies and priorities as well as by the European Commission (de Wit 2002, p. 41). Consequently, the categorical descriptions offered by de Wit (2002) may warrant additional examination and modification to fit the Canadian context with greater accuracy. I have chosen to not redefine de Wit's (2002) categories for this study as the categories are broad enough representations to enable a general application to the Canadian context. Further work in developing a rationale framework more precisely suited to the Canadian reality would be a welcome extension to this study.

Additionally, Knight (2004,2008) has already adopted and applied this framework to the Canadian context as demonstrated through her studies on behalf of a number of Canadian higher education associations, such as *A Shared Vision? Stakeholders perspectives on the internationalization of higher education in Canada* (J. Knight, 1997b). Since the stakeholder perspectives identified in Knight's (1997) study do not include a clear faculty member perspective, and given the broad applicability of de Wit's (2002) framework and its use in the Canadian context through Knight's (1997) work, I have used de Wit's (2002) rationale framework for my research of faculty member perspectives towards internationalization.

Sanderson (2008) has identified the limitations of Knight and de Wit's (1995) theories regarding internationalization as remaining at the institutional / organizational



level, with little application at the level of the individual academic staff person. He goes on to develop a conceptual framework that “makes the transition from organizational models of internationalization to one that deals with internationalization at the level of the individual teacher” (Sanderson, 2008, p. 282). Sanderson’s (2008) conceptual framework draws first on transformative learning theory, as presented by Cranton (2001) and specifically her notion of ‘authenticity’ in relation to teaching in higher education. The authentic teacher, according to Sanderson (2008), begins with critical self reflection of the basic assumptions of one’s culturally bound worldview. The critical awareness of self and the context in which the individual lives and works is the premise for potential transformation towards understanding others and a multiplicity of worldviews (Sanderson, 2008, p. 287).

Sanderson (2008) secondly brings in the notion of ‘cosmopolitanism’ to his conceptual framework for internationalization at the level of the individual academic. In his development of the concept of cosmopolitanism, Sanderson (2008) emphasizes its dynamic relation between the local and the global, and that ‘rooted’ or ‘grounded’ cosmopolitanism consolidates a sense of belonging with deep engagement in another culture. This treatment of cosmopolitanism suggests parallels to the work of Bennett (1993) in his Developmental Model of Intercultural Sensitivity (DMIS) which a number of authors (Odgers, 2006; Schuerholz-Lehr et al., 2007; Stohl, 2007) have used to develop research on how faculty members can effectively engage with the cultural diversity of their teaching contexts. Yershova, deJaeghere and Mestenhauser (2000) provide a particularly useful treatment of Bennett’s (1993) DMIS theory to demonstrate

how intercultural *thinking* is required along with critical and comparative thinking in the pursuit of academic learning and knowledge production.

As suggested by Sanderson (2008), I am also guided by transformative learning theory (Cranton, 2006; Mezirow, 1997) as well as by intercultural learning theory (Bennett, 1993; Shauls, 2007; Yershova et al., 2000) to discuss the links between the individual faculty member and the internationalization process within the institution. While Sanderson (2008) provides a foundation for linking the individual and institutional perspectives towards internationalization, he does not discuss how these two levels influence and engage each other. For that, I draw on the argument that van der Wende (1999) develops around innovative change theory and the internationalization process.

Using innovative change theory (Levine, 1980) as an explanation for the process of adopting an innovative change, such as internationalization, into a higher education institution, van der Wende (1999) suggests that an innovation will only become ‘institutionalized’, i.e. adopted in a sustainable, long-term and diffused way, if it meets both the organization’s expressed needs (described as ‘profitability’) as well as the organization’s core values (described as ‘compatibility’). van der Wende (1999) concludes that individuals might influence the advancement of internationalization as an innovative change within the institution by aligning their efforts with stated institutional priorities that are deemed both profitable as well as compatible with institutional goals and values. Instead of applying this theory as van der Wende (1999) does towards individuals influencing the wider institutional administration, I suggest that university administration seeking to advance internationalization within their institution needs to ensure its compatibility and profitability for individuals in the university community.

This is not such a leap as may be implied, since van der Wende (1999) herself acknowledges that the institutional internationalization process is dependent on the fact that “norms, values and goals may differ between levels, units and actors within the institution” (van der Wende, 1999, p. 10). Consequently, I have taken the approach that suggests the process of adopting internationalization within an institution is one of mutual influence between faculty members and the university administration giving leadership to the institutional internationalization process.

The engagement of individual faculty members in the institutional internationalization process is complex and influenced by many different factors. For this reason I have chosen to use a phenomenological approach to try to understand the complexity of this phenomenon from the faculty member perspective. This research approach is based on a philosophy developed to a large extent by Edmund Husserl, a German philosopher, shortly following World War One, who advocated that reality can only be known through experience (Groenewald, 2004). A student of Husserl’s, Martin Heidegger, further emphasized the experiential world of individuals as a basis for knowing the essence of a phenomenon, or anything that is reality in an individual’s consciousness (Groenewald, 2004, p. 4). Gibbs (2010) draws on Heidegger to examine the world of academic work, concluding that the academic profession is changing with its societal context and demands placed on it by consumerist mentality in students and managerialism within institutional administration. Gibbs’ (2010) observations have parallels and applications to the way the academic profession is changing through internationalization.

Phenomenology is particularly relevant for understanding internationalization as a phenomenon experienced by faculty members within the context of their academic work. It requires a holistic examination of the phenomenon's role in the workplace and its functional relations to practice in what Heidegger calls 'the worldhood of work' (Gibbs, 2010, p. 276). Phenomenological analysis begins with examining phenomena historically before it can be explored in its current context and understood in relation to individual experiences in the present (Gibbs, 2010, p. 282). This I have addressed through my literature review, which provides background and context for examining the comments and observations of the faculty member participants in the interview process. The phenomenological approach also dictates the choice of participants who need to be individuals with significant experience of the phenomenon being studied (Groenewald, 2004), in this case those who have been recognized for their contributions towards internationalization within their institutions.

Finally, phenomenology also speaks to my relationship as a researcher to a phenomenon within my workplace as a practitioner. It calls me to be "circumspect in my view of the whole situation of the research to make judgments that are beneficial to the degree that they represent sound deliberation for the benefit of others" (Gibbs, 2007, p. 232). Consequently, the measures I have taken to represent my own positionality as one in an administrative international office of a higher education institution, the intentional distance I have maintained vis-à-vis student participants by not including individuals or documents of my own institution, and my care to obtain participant feedback from those contributing their experiences to this study are key factors of my research. My intent through this research is to contribute useful, meaningful and true knowledge of an

understanding of internationalization as experienced by five faculty members in Canadian higher education in order to highlight possible ways in which institutional internationalization efforts might be more effective in engaging members of their academic staff in this important work. I do this while cognizant of Gibbs' (2007) declaration that "it is hard to be a workplace researcher, and harder still to get it right" (Gibbs, 2007, p. 233).

### ***Research question***

My research is framed by three core questions that probe the experience of five individual faculty members engaged in the internationalization process of their institutions. These questions are formed out of the conceptual framework described above.

First, how do participants and institutions define 'internationalization'? Given the complexity and lack of consensus in the literature on a firm definition of internationalization, my priority is to establish how this term is understood among both the interview participants and the institutions. Knight (2004, 2008) and de Wit (2002) both emphasize the importance of definition and meaning of internationalization, especially given the diversity of related terms that are at times used interchangeably, creating a good deal of confusion (de Wit, 2002, p. 103). Awareness of what is meant when a participant speaks of 'internationalization' or an institution references 'internationalization' in a strategic document helps to indicate a frame of reference that can be related to the rationales they use and the roles they perceive for themselves in the internationalization process. Also, as suggested by transformative learning theory

(Cranton 2006, Mezirow 1997), awareness of a particular frame of reference is the starting point towards transformative change.

Second, what motivates faculty members and institutional administrations to engage in internationalization? de Wit's (2002) internationalization rationale framework suggests a range of possible motivations for institutional stakeholders to engage in the internationalization process and indicates diversity of rationales within and between stakeholder groups (de Wit, 2002, p. 99). What comparisons can be made between the two stakeholder groups selected for this study? Based on this area of inquiry, I examine the personal motivations expressed by interview participants for being involved internationally, the perceptions of interview participants of why they believe their institutions are engaged internationally, and the indications of institutional rationales for internationalization as expressed in strategic institutional documents. Participants are also invited to share their perceptions of opportunities and risks of engaging in the internationalization process as an additional way to understand the active incentives and disincentives that also influence international engagement.

Thirdly, how do the internationalization efforts of individuals and the internationalization position of the institution influence each other? According to the innovative change theory expanded by van der Wende (1999), individual internationalization efforts are likely to be adopted broadly and sustainably within the institution when the initiative proves both profitable to institutional needs and compatible with its core values. I also argue that individuals within the institution, such as faculty members, are likely to engage with internationalization efforts over the long term when

these are perceived to be profitable to the individual's needs and compatible with their personal values.

The phenomenological portion of the study probes the perceived role of faculty members in the internationalization process by asking for examples through which these faculty members engage institutional internationalization strategies or initiatives. A final exploration of the impact of internationalization on the faculty member's experience within the institution provides additional insight into faculty member perspectives on the implications they perceive the institutional internationalization process has for individual faculty members and invites participants to speculate on future changes anticipated within their institutional contexts.

Through the combination of phenomenological research that examines faculty member perceptions and a document analysis that describes institutional priorities for internationalization, I explore possible reasons for why faculty members either engage or disengage in the institutional internationalization process. My comparison of these two perspectives also leads me to suggest possible approaches to institutional internationalization that help to optimize faculty member engagement in the process. Through an analysis of individual perspectives and institutional positions regarding internationalization, I hope to contribute knowledge towards assisting institutional leadership to develop the necessary supports and structure that can maximize faculty members' catalytic role in the process of institutional internationalization.

### ***Overview of thesis***

In this introductory chapter, I have noted that the internationalization of higher education in Canada, as indeed around the world, is a current and growing priority, which

institutions undertake as a means to effectively participate in a changing global knowledge based economy. As institutions engage in the internationalization process, the most important catalyst within the institutions, as noted by several authors (AUCC, 2008b; Sandgren, Ellig, Howde, Krejci, & Rice, 1999; Schoorman, 2000a; Stohl, 2007), is individual faculty members. In spite of this critical role, few studies in higher education research have been conducted to understand the perception and relationship of individual faculty members to institutional internationalization priorities. My research in this area offers a small contribution towards beginning to address this gap through a study that uses both phenomenological research of five individual faculty members as well as a review of strategic internationalization documents of six ‘comprehensive’ or ‘medical-doctoral’ (Orton, 2009) Canadian universities.

Understanding faculty member perspectives towards institutional internationalization requires first an examination of the context of this phenomenon in light of why institutions are implementing internationalization priorities and how these priorities are influencing change within institutions. In Chapter 2, I review current literature in which authors from a number of different disciplinary backgrounds have contributed perspectives towards internationalization, and its relationship to globalization. Specifically, I look at the impact of globalization on higher education in the areas of teaching, research and service. I also consider several studies that examine how western institutions are approaching internationalization, the strategies that are engaged to promote the phenomenon and some of the theories constructed to describe the internationalization process. I conclude my literature review with a look at several



studies that suggest internationalization at the level of the individual faculty member relates to intercultural sensitivity development and transformative learning.

In Chapter 3, I describe my approach to the qualitative methodology chosen to operationalize the topic of interest in a mixed methods approach: phenomenological and document analysis. I have chosen five interview participants for the phenomenological study of faculty member experiences from a list of internationalization award nominees in order to obtain a personal perspective of institutional internationalization from individuals directly involved in this process. My data collection and analysis framework flows from the central research questions that explore how participants understand internationalization, what motivates them to engage internationally and how individual faculty members both influence and are impacted by institutional internationalization priorities. The document analysis searches strategic institutional documents from six Canadian universities for an institutional definition of internationalization and rationales used to promote the internationalization process.

Findings are reported in Chapter 4. Interview texts have been gathered into meaning units and examined for common and divergent themes between participants. The narrative highlights faculty perspectives of their own experiences as well as their observations and opinions of the internationalization process within their institutional contexts. Document texts that reference internationalization concepts are explicated and also summarized into meaning units. Particular attention is paid to participant motivations to engage internationally and institutional rationales that promote internationalization. Meaning units related to internationalization rationales from both

participant interviews and the document analysis are categorized according to de Wit's (2002) internationalization rationale framework.

In Chapter 5, I discuss the findings, draw conclusions, and make recommendations. My comparison of rationales for internationalization between faculty member participants and institutional documents suggests different levels of faculty member engagement in the institutional internationalization process. Levels of individual engagement in the institutional internationalization process are further explored using van der Wende's (1999) treatment of innovative change theory. Intercultural development and transformative learning are important factors in faculty member involvement internationally. I conclude with several recommendations for developing strategies that may improve the engagement of faculty members as key catalysts of the institutional internationalization process.

## **Chapter 2: Literature Review**

In its simplest sense current forms of internationalization in higher education might be understood as an institutional response to globalization (Coelen, 2008).

Globalization is a closely related though distinct term from internationalization that provides a foundational understanding of why internationalization is relevant and necessary in the changing context of higher education both in Canada and elsewhere (Altbach, 2004; Altbach & Knight, 2007; Enders, 2004; Knight, 2004; Taylor, 2004). The effects of globalization in higher education as discussed in the sections of this literature review below are resulting in changes within higher education institutions that have immediate impact on faculty members. These institutional changes may be strategically implemented through policy, or they may occur as unarticulated and unplanned responses to changing circumstances and opportunities. Internationalization in higher education, whether as an articulated strategy or the ad hoc actions on the part of individuals, needs to be understood in a context of globalization, which is where I begin my literature review.

Following a consideration of the effects of globalization on the academic functions performed by faculty members, i.e. teaching, research and service, I examine definitions for internationalization that have been proposed by various scholars. This provides a meaning background for exploring the institutional internationalization process. Finally, the review explores internationalization at the individual faculty member level, how both definition and process might compare and contrast to the institutional perspective. Several theories are explored to explain the process of change through internationalization at both levels.

## ***Globalization and its impact on higher education***

Higher education in today's world is being shaped and changed through what Taylor calls an "overarching trend of globalization" (Taylor, 2008). The effects of globalization, whether for good or ill, are a contentious issue, but their significance and relevance to contemporary society are widely acknowledged (Altbach & Knight, 2007). Universities, as one segment of the higher education sector, are both actors and spectators in the global knowledge-based economy, both drivers of change and subjects that are being transformed by the same (Eggen-Polak, 2005). An understanding of how globalization is changing the educational, research and service context for higher education institutions provides an important foundation for exploring the dynamic process of internationalization at both the institutional and individual levels.

## **Defining 'globalization' and the 'knowledge based global economy'**

Having a clear definition of relevant terms is required to come to a common understanding of the phenomenon in discussion. Fortunately, many authors have contributed perspectives to distinguish globalization from internationalization in the context of higher education. These range from objective observations of international activities that serve as globalizing conduits to emotive value-laden appeals regarding the dangers and opportunities awaiting those on the globalization pathway. Simply put, Knight (2004) describes globalization as a current phenomenon used to depict "the flow of technology, economy, knowledge, people, values, and ideas across borders" (Knight, 2004, p. 8). Enders (2004) argues that in the post-war period as nations constructed global mechanisms to promote trade (e.g. WTO and GATS), that globalization emerged in common discourse to "refer primarily to the processes of increasing interdependence, and ultimately convergences, of economies, and to the liberalization of trade and

markets” (Enders, 2004, p. 367). Some might see globalization as presenting tremendous opportunity for academic entrepreneurialism (Slaughter & Leslie, 1997), but others, such as Scott (2005) perceive threats that universities must guard against. He portrays globalization as “a turbulent and invasive phenomenon, which potentially allows world markets, brands, cultures to override nation-state politics and ‘local’ traditions” (Scott, 2005, p. 44). Opportunity and challenge for universities co-exist in the age of globalization, Scott maintains, and university stake-holders need to understand their changing context better if they want to maximize the benefits and minimize the threats presented by this pervasive global phenomenon (Scott, 2005).

In an increasingly interconnected world, a “global knowledge-based economy” is evolving in which the role of higher education is considered critical to generate the knowledge and training required for economic progress (Duderstadt, 2005). Whereas the socio-economic development of nation states in the past has been largely connected to an economy driven by industry and agriculture, progress is now perceived to be dependent on the knowledge and skills of the national workforce (Duderstadt, 2005; Enders, 2004). Higher education has a new role to play as socio-economic development engines in the ‘global knowledge-based economy’ and universities are struggling with this new definition of their purpose (Altbach, 2008).

### **Broad impacts of globalization in higher education**

The impact of globalization on higher education around the world is a complex topic fraught with many interwoven factors. Before engaging a review of globalization’s influence on the different sectors of teaching, research and service in higher education, I

touch briefly on several broad based trends that provide an important context for this discussion.

### **Massification**

Demand and supply are basic elements of economic theory which have begun to creep into the vocabulary of higher education with increasing strength through the influence of globalization. Demand for higher education around the world is increasing exponentially, doubling the number of students from 40 million in 1975 to over 80 million in 1995, with predictions to grow to over 150 million by 2025 (van der Wende, 2003). A number of authors have examined the tremendous influence of ‘massification’ on higher education in the 21<sup>st</sup> century and the surging demands for higher education degrees (Altbach & Knight, 2007; Escrigas & Lobera, 2009; Guri-Rosenblit, Sebkova, & Teichler, 2007). This demand-driven educational environment is a different context for higher education institutions that have historically educated the upper middle class of professionals (Bond & Scott, 1999). With the growth of many economies around the world and the knowledge-based advantage in the job-market obtained through a university education, higher education is no longer the pursuit of a few privileged individuals, but the perceived right of many (P. Altbach, 2008).

### **Commodification**

Globalization has been said to have a profound impact in commodifying the knowledge produced by universities, changing perceptions of the traditional intrinsic value of a university education towards a performance based value that is connected to knowledge outcomes and their usefulness (Cowen, 1996), or what Lyotard (1979) refers to as ‘performativity’. Nayyar (2009) describes the direct influence that globalization is

having on higher education as it shapes pedagogy, curriculum, and research. He notes ‘discernible commercialization of universities’ that has come about through global market forces, the lure of alternative income in the wake of public spending cuts to education, and the resulting diminishing of ‘traditional academic values.’ Nayyar (2009) concludes that these global market forces “have led to the emergence of higher education as business” (Nayyar, 2009, p. 29).

## **Mobilization**

### ***Pursuit of international degrees***

While demand for education on a global scale continues to rise and the commodifying effect of global market forces continues to exert influence on higher education, the apparent ease with which students cross borders to obtain their educational goals also contributes to the impact of globalization on higher education. Although evidence of students crossing national borders in search of education under a renown scholar or to pursue study that was unobtainable in their homeland can be traced historically to the middle ages and beyond, this activity was limited to a privileged few individuals (Enders, 2004). Globalization and its free flowing trade and movement across borders has invited and facilitated increasing mobility in the academic sphere (Altbach & Knight, 2007). In particular, as demand outstrips supply for higher education in a growing number of developing economies, large numbers of students are investing in an educational degree outside of their home country, primarily in countries belonging to the Organization for Economic Cooperation and Development (OECD) including the U.S., the U.K., Australia, Canada and Japan (Naidoo, 2006). The number of mobile international students around the world that are enrolled in degree programs in another

country is currently in a state of steady growth. An estimated 2.7 million mobile students worldwide in 2005 represents a 61% increase from 1999 (WES, 2007).

The marked difference in current and projected demand for higher education between traditional 'receiving countries' such as Canada and 'sending countries' such as China or India (Naidoo, 2006) is a telltale indicator of the trend currently being played out. Enrolment trends of Canadian students in post secondary education are currently on a slight rise, expected to plateau at just under one million by 2017 (Hango & de Broucker, 2007). This is a distinct contrast from Canada's international student population, which has more than doubled since the mid-1990s (Chui, 2007), totaling over 70,000 students in 2007, or 7% of the undergraduate student population and 20% of the graduate student population. (AUCC, 2008b, p. 4). The projected growth of mobile students on a global scale quoted earlier suggests that the numbers of non-Canadian students studying in Canadian universities will continue to rise over the next several decades, increasing the percentage share of international students in Canadian classrooms. As a corollary to this, Cudmore (2005) notes that only 10% of Canadian institutions reported having international students enrolled between 1960 and 1970, growing to 82 percent in 1986 (Cudmore, 2005, p. 46) and over 90% in 2006 (AUCC, 2007a, p. 5).

The growth in numbers of international students choosing Canadian degree programs is both indicator and catalyst of the influence of globalization on Canada's higher education sector. A major shift in thinking about the recruitment of international students is noted in the 1980s and 1990s (Lemasson, 1999). In the post-war period international students had been enabled to come to Canada through government scholarship programs under the Colombo Plan. However with funding cuts and growing



demands for education from students in other countries the focus shift from ‘aid’ to ‘trade’ can be witnessed through university efforts to recruit international students as fee paying sources of tuition revenue (Naidoo, 2006) and later with added international student differential fees (Canadian Federation of Students, 2008). Higher education around the world is currently recognized as a multi-billion dollar revenue generating industry, a fact most pronounced through its inclusion in the GATS (Knight, 2002; Naidoo, 2009) and Canada is no exception. In fall 2009, Canada’s Trade Minister announced the results of an economic impact study of foreign students in Canada, noting that this group contributed 6.5 billion dollars to the Canadian economy in 2008 (Dept of Foreign Affairs & International Trade (DFAIT), 2009).

### ***Pursuit of global competency***

Increasing student mobility for short-term study is also part of the influences of globalization on the educational context of higher education. In Canada, numbers of students going abroad as part of their higher education degree program has doubled in the past decade, motivated by a primary rationale of achieving ‘global competency’ skills (AUCC, 2007a). The Canadian government has recognized international experience within the university degree program as being a valuable contributor to employability skills (Government of Canada, 2009) and several authors argue that global competence skills are a requirement for entry into a global workforce (Lee Olson & Kroeger, 2001; Wiers-Jenssen, 2008). A number of studies have shown that international study abroad programs are particularly effective ways for students to obtain the understanding and skills that enable them to function successfully in a globalized world (Lee Olson & Kroeger, 2001; McCabe, 2001).

## **Integration**

Increasing movement of individuals in pursuit of education from different countries and cultural contexts requires the ability to translate differing academic systems in order to transfer recognizable subjects, skills and credits between them (Altbach & Teichler, 2001; Althen & And Others, 1981). This is leading educational systems towards a convergence of understanding around what is meant and required in a higher education degree program (Bleiklie, 2005). At the same time, as institutions of like purpose and function compete to attract highly mobile students and staff, increasing stratification into ranking hierarchies exerts pressure on educational institutions to constantly re-examine themselves in light of perceived quality (Marginson, 2006; Marginson & van der Wende, 2007). Demand for accountability and quality assurance is producing a growing emphasis on accreditation, common descriptions of learning achievements (e.g. UNESCO's Diploma Supplement), and global profiles according to common criteria (Escrigas & Lobera, 2009).

The dynamic influences of massification, commodification, mobilization, and integration are broad reaching global trends that are pressing higher education institutions to re-envision their fundamental purpose and function. The overview of these trends here is much too brief to incorporate the many levels of analysis that each area warrants, and is provided only to note that these pressures are passed on to faculty members in both stark and subtle ways. Other influences, such as advances in information and communication technologies (ICTs), government policies, and changing perceptions of the role of universities in social development, also add to an understanding of why internationalization is an increasing priority for academia. These over-arching themes

form an important background to the specific areas of change in the teaching, research and service arenas.

### **Impact of globalization on the teaching and learning experience**

The wide themes of globalization as they touch higher education in the areas described above help to identify a number of important factors that contribute towards significant change for individual faculty members in the teaching and learning context. First of all, the influx of students from many different countries, whether as international students on study permits or newly immigrated Canadians, significantly impacts classroom dynamics, introducing diversity in cultural background, worldview, prior education and language (Morey, 2000). In addition to cultural differences that underpin complex changes in the student learning process, students may come to the classroom with different expectations regarding learning outcomes. With increasing numbers of mobile students seeking higher education as a means to improve their social status and employability (Naidoo, 2006), student expectations for faculty members and institutions to ‘deliver’ on their promised goods in the form of credits, employable skills and ultimately credentials are changing the student-professor dynamic in education from a ‘learner-mentor’ relationship to a ‘consumer-producer’ relationship (Stromquist, 2007).

Secondly, the push towards emphasizing global competence as a higher education degree program outcome entails a set of expectations about the learning process that are complex and varied. Some maintain that ‘internationalizing the curriculum’ requires instructors to link international, intercultural or global perspectives to course learning outcomes (AUCC, 2008b). “Internationalization at home (IaH)” is a concept that has evolved in Europe in the late 1990s as a way to counter the tide of commercialism, by

promoting empathetic understanding of world cultures and providing education that prepares students “to communicate and collaborate globally in a changing world” (Nilsson, 2003, p. 34). This concept targets the majority of students who do not have opportunity to learn in an international setting by adopting a learning pedagogy that incorporates intercultural learning into mainstream curriculum (Waechter, 2003). While the importance of a holistic approach to internationalization is widely valued, debate remains over resource allocations required to make this a reality in most institutions and whether it might necessitate commitment from central administration as well as individual faculty members (AUCC, 2009b; Schapper & Mayson, 2004).

Student exchange programs that facilitate and support short-term study abroad are largely the responsibility of centralized units within institutions or external agencies that orchestrate exchanges between institutions on a national, regional or international level (Altbach & Teichler, 2001). The role of individual faculty members in centrally run programs that impact student educational and learning outcomes is ambiguous. With centrally mandated learning targets, educational programs become more guided by managerial and budget interests than by intellectual goals and faculty members become ‘managed professionals’ in an administrative system geared to competitiveness and meeting customer student expectations (Stromquist, 2007).

Ever increasing advances in information communication technologies (ICTs) are bringing a third form of diversity to the teaching and learning experience of university education. Technology is bringing students together with instructors overcoming traditional barriers of geographic distance and time, reaching greater numbers of students that would otherwise not be able to access a university education (Gourley, 2008). ICTs

may not be a product of globalization, but they certainly are a facilitating factor of a globalized world, enabling communication and interaction quickly and readily over vast distances (Baggley, 1999). Teaching and learning in a technologically savvy world brings different levels of interaction, new instructor-learner relationships, and diverse challenges and opportunities (Thune & Welle-Strand, 2005). Some have also noted that with increased ability to track and manage institutional activity abroad through technology, additional expectation in the form of reporting and evaluation is placed upon individuals within the institution (Altbach, 2008).

The changing nature of student background, age, location, technological proficiency, culture, worldview and educational expectations is an important challenge introduced to higher education teaching and learning through globalization. Its profound effect on faculty members is tangible, requiring different educational approaches, challenging instructors to re-examine curricula, pedagogy and delivery strategies to stay relevant towards current learner needs (Morey, 2000). Some might argue that it is shaking the very nature of the academic profession (Welch, 1998).

Teaching and learning in the age of globalization requires clear understanding of global trends and a discerning path that enables faculty members and their institutions to gain the skills, perspective and willingness to adapt and change with their changing educational context. This is equally true for a second prime tenet of higher education, that of discovery and innovation through research. The next section goes on to explore changes within university research culture as a result of globalization.

## **Impact of globalization on knowledge creation and innovation**

While the growing volumes of publications on internationalization of higher education tend to primarily focus on education (Kehm & Teichler, 2007), scholars are also beginning to pay attention to globalization's impact on university research (Gingras, Godin, & Foisy, 1999). One of the substantive changes to research facilitated through globalization is a closer relationship between higher education institutions and private industry (N. P. Stromquist, 2007). The synergies between publicly funded research through universities and private sector development through technology transfers are lucrative and growing (Edler, 2008). Production of new knowledge in the knowledge based global economy is a powerful influence within institutions that increasingly place pressure on faculty members to 'perform' in their research roles and actively recruit 'star' researchers to increase innovation out-puts (N. P. Stromquist, 2007). This uneasy relationship can generate growing dilemma for faculty members who must weigh advantages to conducting research according to advances in their discipline or pursuing research topics according to industry priorities (Stromquist 2007).

Corporate sponsors of academic research are also placing a growing emphasis on inter-disciplinary expertise to resolve increasingly complex problems (Vincenti, 2001). Indeed, the very nature of the problems experienced on a global scale require attention and thought from multiple viewpoints, often making interdisciplinarity a necessity for the innovation that results in meaningful solutions. The pressure to engage in interdisciplinary team research is reinforced through federal funding agencies. In recent years Canadian research granting councils have prioritized problem-focused research that often has an international scope of impact, supporting interdisciplinary research institutes

and encouraging teams of researchers to bring multiple perspectives to bear on their research subject (AUCC, 2008c; AUCC, 2009a).

At the level of the individual faculty member, research collaboration with colleagues in other countries may be an intuitive part of seeking excellence in their discipline (Enders, 2004). Canadian researchers are certainly engaged at an increasing rate in international research collaboration. In 2008, 40% of Canadian academic publications have been co-authored with researchers outside of Canada (AUCC, 2008a), nearly double from what it had been in 1992 at 24% (Taylor, 2004) and twice the world average (AUCC, 2009a). However, with the increasing competition for status between universities in a globalized world, individual researchers are seeing their research collaboration subsumed into institutional priority goals. International publication and research recognition is increasingly taken as an indicator of research quality and is factoring into the creation of hierarchies of institutions through global ranking schemes (Marginson & van der Wende, 2007). As such, research is used as a tool for comparison in distinguishing reputations on a global scale (Marginson & Sawir, 2006).

Research and development of new ideas, innovation and technology transfer are recognized as significant contributors to national wealth and progress (AUCC, 2008c; Vessuri, 2008). However, as Vessuri points out, this tends to be true primarily for the rich nations. The fundamental asymmetry of globalization means that its risks and benefits tend to enable those nations with the political, social and economic infrastructure to support research activity to use it effectively and maximize its potential for society. Nations with fewer infrastructures to support research activity do not see the same results, despite decades of effort (Vessuri, 2008). Vessuri (2008) calls for fundamental changes to

research in developed countries to equalize the imbalances of globalization. According Vessuri, this involves “a new politics of knowledge... in which political goals and economic interests have to come to terms with universal norms and values” (Vessuri, 2008, p. 128). Faculty members in Canada, who are privileged to be supported by a relatively strong research climate, are increasingly given choices to partner with developing country colleagues (AUCC 2009). In keeping with Vessuri’s (2008) arguments, Canadian researchers necessarily need to come to terms with their political, social and economic role in the countries in which they conduct their ‘research for development’ (AUCC 2009) work.

The institutional internationalization process contributes in a number of important ways to mitigate faculty member participation in the globalization of research. First, institutional partnerships with universities in other countries assist in bringing new perspectives to Canadian research work and facilitate international research collaboration (AUCC, 2008b). Secondly, in the push towards interdisciplinarity, Vincenti (2001) suggests that the ability to effectively negotiate between different disciplines within the university is enhanced through intercultural effectiveness and the efforts of internationalization (Vincenti, 2001). Finally, Edler (2008) reports that the implementation of an internationalization strategy increases the likelihood of foreign companies to invest in university research (Edler, 2008).

The ‘Emerging Global Model (EGM) for research universities’ as put forward by Mohrman, Ma and Baker (2007) indicate that EGM universities are “increasingly more research-intensive” and that faculty members in these institutions “are assuming new roles, shifting from independent patterns of inquiry to becoming members of team-



oriented, cross-disciplinary, and international partnerships”(Mohrman, Ma, & Baker, 2007). The ‘new roles’ that faculty are assuming represents a tightening link between the work and interests of individual faculty members and the strategic reputational interests of the institution. As research becomes a benchmark of comparison for competing globally, it is necessarily drawn into institutional internationalization strategies and incorporated into academic partnership agreements (Marginson, 2006). Whether faculty members acknowledge their role in this institutional effort or not, their research work is one of the most significant contributors to institutional status on the world stage.

### **Impact of globalization on the understanding of ‘service’ in higher education**

Tandon (2008) maintains that a common understanding of the central functions of higher education institutions focus on three areas of activity: education, knowledge and service (Tandon, 2008). Among these, ‘service’ very often takes a back seat to the teaching and research functions, though it is gaining popularity among certain institutions (e.g. the Talloires Network (Tufts University, 2009), and is a serious point of discourse among notable higher education associations around the world (Global University Network for Innovation (GUNI), 2005). Higher education institutions have traditionally extended their knowledge and teaching to the communities around them, to give back to the society for which they have been established (Tandon, 2008, p. 146). However, globalization is changing the understanding of ‘community’ from a local to a global perspective (Delors & And Others, 1996). With increasing awareness of social needs in other areas of the world, along with a growing sense of connectivity between communities that are impacted by common global concerns such as pandemic disease or

global warming (AUCC, 2009a), the concept of 'service' is taking on a more complex and expanded vision in an age of globalization.

Higher education networks (e.g. the Global University Network for Innovation, the Talloires Network), para-governmental associations (e.g. UNESCO) and educational research centres (e.g. The Boston College Center for International Higher Education) are calling on higher education institutions to "strengthen their civic roles and social responsibility" (e.g. the Talloires Declaration) (Tufts University, 2009). UNESCO asserts that "in today's globalized era, personal intellectual advancement must go hand in hand with broader goals of sustainable development, poverty reduction, peace and human rights" (UNESCO, 2009b). The Global University Network for Innovation (GUNI) challenges universities "to move from an education at the service of the economic world to an education that drives sustainable human development." (Escrigas & Lobera, 2009, p.15). The growing debate and discussion among scholars, policy makers and civil society groups regarding the role of higher education to achieve greater well-being for the marginalized of society (Taylor, 2008) is influencing institutions and those who work in them.

Individual faculty members at Canadian universities typically "divide their time among teaching, research, community service and institutional activities" (AUCC, 2007b, p. 29). Through a globalized definition of community service, faculty members are active contributors on behalf of their institutions to the social responsibility commitments of the university in the wider community. This is not a particularly new idea. Canadian faculty members have been combining their professional academic interests with the idea of community service for decades (Shute, 1999). Post-war government funding in the

1950s and 60s provided individual faculty members the means to engage international development projects in ever widening geographic circles, expanding Canadian community service influence in many countries (Shute, 1999). In the current decade, new combined incentives through major Canadian funding agencies have expanded the idea of community service to bring research and development work together in programs such as the International Research Chairs Initiative (AUCC, 2009a).

In spite of the major role that Canadian faculty members have had in capacity building work abroad these efforts have remained on the periphery of institutional purpose and import (Shute, 1999). In the face of pressure to publish research findings, receive grant funding and mentor top students, faculty members are hard pressed to find time and energy left for significant service work abroad (Meyer & Evans, 2005). The disconnect between faculty members who desire to be involved internationally through community service and institutions that place service as a lesser priority to teaching and research is a limitation in faculty engagement abroad (Shute, 2002).

One way that faculty members appear to be overcoming this limitation is to link international service to either teaching or research. Faculty members may choose, for example, to contribute to students' education through international 'service learning' courses. Closely connected to the value of experiential learning as an effective teaching strategy, service learning, whether through co-curricular programs or credit bearing course requirements, is recognized to have effective long-term benefits for many students (Keen & Hall, 2009). University students who have gained a sense of global social consciousness in their primary and secondary education are coming into higher education with the expectation that learning encompasses service and provides forums for real life

exploration and application of theory (Altbach & Teichler, 2001; Moore & Elverum, 2009). Building on this awareness, 'global citizenship education' is an emerging 21<sup>st</sup> century phenomenon in institutional education programs (Shultz & Jorgenson, 2008). In spite of the challenge posed by its abstract nature, global citizenship education ties teaching and learning to the idea of a global community and to concerns for social justice, human rights, civic engagement and peace (Davies, 2006). Service learning and global citizenship education are important examples of how faculty members can establish bridges between student learning, community needs, and their own professional expectation to contribute time and expertise in service related involvements.

Additionally, international service work provides interesting and innovative platforms for the research priorities of faculty members in their institutional roles. Increasing participation among faculty members engaged in research collaboration for international development purposes is noted in AUCC's 2006 Canada wide survey (AUCC, 2009a). Co-publication rates of scholarly work developed by Canadian researchers and colleagues in the developing world are increasing (AUCC, 2009a, p. 3), nearly doubling in the past decade. This growing interest on the part of Canadian faculty members is in spite of lack of funding and institutional priority, which are significant barriers to this work (AUCC, 2009a, p. 4).

Globalization is impacting the notion of academic community service in significant ways. An expanded idea of community from local to global perspectives, shared concerns regarding globally interconnected problems and growing calls for social responsibility exercised on a global scale all contribute to a redefinition of service in higher education. How these trends impact the work of faculty members deserves further

study and research. Given the wider discussion among educational associations of the role higher education in global social responsibility (Escrigas & Lobera, 2009), it may follow that the international service work of faculty members will receive greater value and attention within institutions that adopt internationalization plans with these priorities in mind.

In this section of the literature review, I have explored the impacts of globalization on higher education through an overview of key changes to the core academic functions of a university, the teaching, research and service mandates. As faculty members' responsibilities are closely connected to the academic functions of the institution, these globalization impacts translate to changes in the working environment for individual academic staff. However, as institutions create internationalization plans to map out strategic directions to navigate the globalization wilderness, the parallels between organizational and individual priorities are less clear. The next section explores the concept of internationalization as an institutional response to globalization, how the concept is defined, why it is adopted and a number of theories for how institutions change through its application. This provides a point for comparison with the final section of review on how internationalization may be defined and theories of how its change process might be applied at an individual level.

### ***Internationalization: Institutions engaging the global knowledge economy in an era of globalization***

In light of the many significant ways that globalization is changing the context of higher education and the primary functions of teaching, research and service, university leaders around the world are contemplating the ways that higher education itself must change in our knowledge-based global society (UNESCO, 2009a). With the incorporation

of an international dimension to their strategic planning documents (AUCC, 2008b), many universities in Canada, have significantly increased efforts over the past several decades to engage in activities that have come to signify the internationalization process in Canadian higher education; i.e. recruiting international students, exporting knowledge in the form of joint degree programs and branch campuses, providing opportunities for Canadian students to both learn about the world and experience it during their degree programs, engaging in international research collaboration and continuing work in international development (AUCC, 2008b; Knight, 2008; Naidoo, 2006). Perhaps less well understood are the rationales that institution leadership employs to make decisions about which internationalization activities may warrant their effort and how these rationales generate different institutional approaches (de Wit, 2002; Knight, 2004). Even more to the point, are these activities truly representative in a complete sense of what is meant by institutional ‘internationalization’? In this section of the literature review I explore a *definition* of internationalization, some possible *rationales* to engage in internationalization, and a more in depth look at what is happening through the *process* of internationalization.

### **Defining ‘internationalization’**

Some authors see the internationalization process occurring within higher education today as an institutional response to globalization (Coelen, 2008). However, others maintain that universities have a less passive role towards globalization and that through their internationalization efforts are actively influencing globalization trends (Egron-Polak, 2005), especially as universities become increasingly entrepreneurial in the global marketplace (de Wit, 2002). Taylor (2004) sees internationalization in higher

education as a pervasive, integrative and strategic process through which universities evolve and adapt to the forces of globalization in today's world (Taylor, 2004).

Stromquist (2007) identifies aspects of organizational power relationships in a definition of internationalization framed by critical theory (Stromquist, 2007). Under the pressures of globalization, evidenced through increasing competition and an emphasis on market forces in educational decision-making, institutional internationalization enables universities to develop a 'greater international presence' to increase dominance in the international market place (N. P. Stromquist, 2007, p. 82)

In contrast to Stromquist's (2007) market-driven definition, Schoorman (2000) identifies internationalization as an effort to counteract the market forces of globalization through an educational mandate of social responsibility.

Internationalization is an ongoing, counter hegemonic, educational process that occurs in an international context of knowledge and practice where societies are viewed as subsystems of a larger, inclusive world. The process of internationalisation at an educational institution entails a comprehensive, multifaceted programme of action that is integrated into all aspects of education. (Schoorman, 2000a, p. 4)

Knight's (2004) widely used definition proposes that internationalization is "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004, p. 11). While this definition captures the diffuse process-oriented nature of this phenomenon within an institution, Sanderson (2008) notes that it addresses only the national, sectoral and institutional levels of internationalization, omitting important supranational levels as well as levels of internationalization within the institution, i.e. that of the faculty or department

and the individual faculty member (Sanderson, 2008, p. 279). A broader understanding beyond an organizational interpretation of this phenomenon is still required.

Paige and Mestenhauser (1999) have presented an argument for defining institutional internationalization from the perspective of individual members of the university community, pointing out that at some point the actions and collective thinking of the organization must come down to the individual learning process. They argue that internationalization, at its essence, is a mindset developed by individuals within the institution, and the enactment of this mindset results in the internationalization process of change within the institution. Specifically, they define internationalization as “a complex, multidimensional learning process that includes the integrative, intercultural, interdisciplinary, comparative, transfer of knowledge-technology, contextual, and global dimensions of knowledge construction” (Paige & Mestenhauser, 1999, p. 504)

In addressing the limitations of Knight’s (2004) institutional definition, Sanderson (2008) also brings internationalization down to an individual level of definition. He proposes that through the process of critical Self reflection (or “authenticity”) individuals obtain a deeper appreciation for Others and develop the capacity to move beyond banal multiculturalism to a holistic and integrated sense of “rooted cosmopolitanism”(Sanderson, 2008, p. 299) . The “cosmopolitan teacher” is the foundation of internationalization within a higher education context marked by increasing diversity. Sanderson’s (2008) definition agrees with the concept of ‘Internationalization at home (IaH)’ that has developed with Nilsson (2003) and others in Europe and is spreading to other world regions (Waechter, 2003). IaH suggests that international and



intercultural thinking are central to institutional purpose and therefore should be integrated fully with academic efforts both at home as well as abroad (Waechter, 2003).

Such varied perspectives make it difficult to establish a singular definition of internationalization from the literature. Perhaps this is indicative of the complex nature of this phenomenon, leaving room for institutions, units and individuals within the institution to bring their own definition to the fore depending on their context, needs and level at which the internationalization process is being addressed.

Without a clear common understanding, confusion over exactly what is meant, and therefore how it is to be implemented continues to be a significant challenge for higher education administration and faculty members alike. A fundamental clarification needs to be addressed within the institutional context as to whether internationalization is an intentional and strategic policy of the institution to operate effectively within the influences of globalization, or whether it is a personal process among individuals motivated through various rationales to deal with the impact of globalization in their individual and collective experiences. In the following chapters I explore both of these perspectives and through comparison I seek further understanding of the relationship, if any, between them.

### **Rationales for internationalization**

How the internationalization process is understood, what activities the process generates, which outcomes may be pursued and for what underlying reasons—these are subjective and mutable according to institutional culture and context (Middlehurst, 2008). Although internationalization in higher education is not a particularly new concept, a rudimentary form of it stretching back, some might argue, to the colonial age (de Wit,

2002), strategic intent of universities to engage in a defined internationalization process is a phenomenon of the past few decades. In Canada, few universities prioritized internationalization even 15 years ago, but in 2006 95% of institutions in the AUCC survey indicated its integration with strategic planning documents (AUCC, 2008b). Significant thought has been given by a number of authors to explain why internationalization has become a priority in higher education globally.

de Wit (2002) and Knight (2008) have jointly and individually laid a substantive framework for considering multiple inter-related and complex rationales for institutional internationalization. Acknowledging that distinctions need to be made between national and institutional perspectives within each category and that many subcategories exist, they have suggested four primary groupings: political, economic, social-cultural, and academic. (de Wit, 2002; Knight, 2001; Knight, 2004; Knight, 2008) These rationales necessarily exist in the context of the many influences of globalization, discussed earlier in this review.

According to de Wit (2002) and Knight (2004,2008), national governments develop foreign policy with respect to a number of national priorities including security, strategic alliances, peace building, technical aid, and national identity. Institutions function within the context of the roles of their government in the world, at times supporting and at times counter-balancing national political interests. Higher education also contributes significantly to national economic growth through human resource development, education exports and innovation. Socially and culturally, universities help to develop the ability of individuals to appreciate, understand and relate effectively in a culturally pluralistic world. The pursuit of academics is to generate knowledge,

enhance quality and build a reputation of excellence. All of these priorities are manifested in the concept of internationalization that spurs governments and institutions to engage globally in order to achieve their goals locally (de Wit, 2002; Knight, 2001; Knight, 2004; Knight, 2008).

While deWit (2002) and Knight (2004, 2008) speak to the strategic national level from whence come transfer payments in Canada, Canadian education systems are provincially legislated and controlled. Consequentially, Canadian universities have a mandate to meet provincial priorities and then inter-provincial and possibly international priorities through cross border agreements. National priorities would only come later.

This summary of institutional rationales for engaging in internationalization, when combined with the definitions of the term examined earlier, add clarity to a general understanding of the phenomenon of internationalization as I have examined it in this study. However, it does not help to fully explain the *process* of internationalization within the institution. For this, it is necessary to consider several theories and frameworks related to organizational strategy and change as it relates to internationalization.

### **Examining the process of institutional internationalization**

Childress (2009) in her study of U.S. higher education institutions has developed a typology of institutional internationalization plans that describes such initiatives in three broad categories: institutional strategic plans (internationalization is incorporated into a wider institutional framework), distinct documents (internationalization is laid out in a separate document dedicated to this purpose), and unit plans (internationalization is addressed as a unit responsibility and described in terms of the unit's strategic plan)

(Childress, 2009, p. 294). Further, the Childress (2009) study reveals a dominance of the institutional strategic plans in doctorate granting research institutions, with a significantly greater number of these types of plans (61%) over the next most common, distinct documents (32%) and unit plans (19%). Her findings suggest that institutions with more complex organizational structures, such as doctorate granting research institutions, require a broad strategic planning as an initial step to influence decentralized stakeholders, but that the more specific plans such as the distinct documents and unit plans are most influential for integrating international efforts through multiple units (Childress, 2009).

A strategic institutional internationalization plan is largely dependent on the unique context, mission and priorities of the specific institution (Middlehurst, 2008). Elkin, Farnsworth and Templar (2005) have designed a model of the relationship between an institution's overall strategic focus and the extent of internationalization impact within the institution based on a business strategic planning framework (Elkin, Devjee, & Farnsworth, 2005). Their "star" model looks at nine activities through which their definition of internationalization is achieved, providing a visualization of both current and optimum levels of international activity within the institution. A follow-up study examines the relationship between an institutional strategic focus on internationalization and the level of international activity within the institution. The findings of the second study suggest that the international engagement of students, staff and faculty members increases when the university has a "complete strategic focus in the area of internationalization" (Elkin et al., 2008, p. 240). An institution is deemed to have a 'complete strategic focus' when the concept of internationalization factors into its

mission statement and strategic planning documents. These studies are helpful in linking an institutional internationalization strategy with the activity of individual members and units within the institution, but they do not adequately address the developmental process of how these activities take shape or what impact they have on individuals in the university community.

The impact of institutional internationalization strategies on individual stakeholders within the institution is examined by Schoorman (2000) who provides a framework for implementing internationalization using systems theory of organization and critical pedagogy. Schoorman (2000) suggests an institution-wide internationalization strategy be implemented at both a micro level (student services, curriculum and social events) and a macro level (student recruitment, exchange and study abroad, and research collaboration) (Schoorman, 2000a). In a separate study conducted at about the same time, Schoorman (2000) examines the impact of the institutional strategies to internationalize on three different groups of individuals: administrators, faculty and international students. The conclusions from the second study indicate diversity of perspectives between these groups in several important areas: importance of internationalization, desired scope of internationalization and the role of international students (Schoorman, 2000b). Feedback between hierarchic levels of the organization and the ‘normalization’ of international in a comprehensive institution-wide strategy are deemed critical for bringing the different perspectives together to better contribute towards a successful internationalization process within the institution (Schoorman, 2000b).

Internationalization as a strategic institutional intent needs to align with other strategic institutional priorities if it is to have a lasting impact throughout the organization (van der Wende, 1999). In van der Wende's (1999) treatment of innovative change theory, innovations that are high in compatibility and low in profitability are likely to be embraced by a small number of individuals who value the innovation, but without a critical mass of support they remain in an isolated enclave within the institution. At the other end, the innovation may be broadly accepted but socialized into the normative patterns of the institution so that the innovation adapts to take on qualities of the institution and not the other way around (van der Wende, 1999). van der Wende's model of how the application of internationalization activities and initiatives are adopted into institutional mainstream thinking, thereby bringing about sustained institutional change, provides a useful theoretical position from which to understand the institutional internationalization process. Understanding this process and how it both impacts and is driven by the involvement of individual faculty members is a central purpose of my research.

In this section I have discussed the internationalization process as a strategic policy within higher education institutions. An examination of a number of different definitions for the term highlights the complexity and ambiguity of understanding surrounding this phenomenon. Noticeably different definitions signal two different applications of internationalization either as an institutional strategy and or as an individual experience within the institution. The common thread in the differing definitions is that internationalization is an intentional response, either individually or institutionally, to globalization. Several authors have presented frameworks for helping

to understand the internationalization process within the institutional context. While most of these discuss the activities and programs generated through internationalization, few reference the role or impact of individual members of the institutional community in the internationalization process. This question has begun to attract the attention of several authors, whose contributions are noted in the final section of this literature review.

### ***Role of Faculty in institutional internationalization***

Stohl (2007) argues that internationalization within the institution that is structured through administration can never achieve its potential without the engagement and active participation of faculty members (Stohl, 2007). Faculty members continue to function in teaching, research and service environments that are being significantly influenced and changed through globalization, as discussed earlier in this literature review. Through the implementation of an internationalization strategy faculty members, are provided with the opportunity and the responsibility for “integrating the international dimension into their teaching, research and service” (Knight, 2004). However, the literature is not clear whether individual faculty members have a common understanding of what is meant by internationalization, or whether institutional internationalization is the same phenomena when brought down to an individual level. This section seeks a definition of internationalization from the faculty member perspective, along with possible rationales and understanding of the internationalization process at the individual level.

## **Faculty member definition and motivation regarding internationalization**

A number of authors have questioned whether faculty members are prepared or equipped for the role they are purported to have in the institutional internationalization process (Schuerholz-Lehr et al., 2007; Stohl, 2007). Both Donald (2008) and Sanderson (2008) have argued that individual faculty members require a cosmopolitan worldview in order to effectively educate students in their socially diverse classrooms and prepare them for multicultural workplaces (Donald, 2007; Sanderson, 2008). Cosmopolitanism, or the ability to move with ease between the local and the global worldviews (Sanderson, 2008, p. 293), necessitates a critical awareness of Self. Sanderson (2008) picks up on Cranton's (2001) notion of authenticity in teaching in higher education to form a platform that intentionally moves individuals towards deconstructing culturally based values through a transformational learning process to develop fluency in multiple worldviews (Sanderson, 2008). Sanderson (2008) goes on to link authenticity, cosmopolitanism and internationalization, maintaining that cosmopolitanism is the individuation of internationalization, heretofore understood primarily in organizational terms (Sanderson, 2008, p. 295).

Several authors have identified a need for individual faculty members to develop fluency in multiple worldviews in order to teach effectively in a culturally and linguistically diverse classroom setting (Morey, 2000). Schuerholz-Lehr et.al. (2007) have implemented a "Course (Re)design for Internationalization Workshop (CRIW)" through which they report perspective transformation among faculty member participants towards a greater understanding of internationalization and its impact on curricular design (Schuerholz-Lehr et al., 2007). Odgers (2006), taking up the challenge posed by



Knight (2004) to explore the ‘intersection of the international with the intercultural’ aspects of internationalization, has adopted a development approach in studying critical elements of a faculty training program designed to increase intercultural sensitivity (Odgers, 2006). Odgers suggests that “intercultural competence [is] at the core of faculty development efforts for internationalizing the curriculum and instruction” (Odgers, 2006, p. 83)

Sandgren et. al. (1999) conclude through their examination of faculty study abroad programs that personal travel to other countries, cultures and contexts effectively enhances social and self awareness in faculty members, leading to transformation in perspective and changes to teaching practices (Sandgren et al., 1999). Their findings suggest that an intercultural, international immersion experience, even for a short time, can have a long lasting transformative impact on the faculty member and subsequently on their course content, teaching methods and curriculum design. Olsen and Kroeger (2001) suggest that a longer period of time abroad (three months minimum) is more effective in generating increased cultural awareness. However their study also demonstrates a direct relationship between faculty member’s personal experience abroad, second language acquisition and an ability to interact and function effectively in cross-cultural contexts.

A faculty member’s participation in an intercultural learning process also contributes positively in research efforts. Vincenti (2001) proposes that the competences required for intercultural sensitivity and an international mindset are similar to those required for interdisciplinary work (Vincenti, 2001) As complex global concerns often require interdisciplinary approaches and increasing research collaboration (AUCC, 2008c), faculty members with international/intercultural experiences are advantaged

through their broadened worldviews, critical and integrative thinking skills (Vincenti, 2001, p. 55). Abramo (2009) records a significant finding in his recent study that positively correlates the quality of scientific production and the degree of internationalization in universities (Abramo, D'Angelo, & Di Costa, 2009).

In documenting faculty members' experiences in the context of institutional internationalization, the above authors have commonly defined internationalization at the individual level as referring to intercultural sensitivity, possessing an international mindset, or becoming a cosmopolitan. The motivations for engaging in this process are cited as primarily academic, that of improving the quality of teaching and research. It might be implied through this that faculty members who improve their academic success might gain economically, socially and politically as well through reputation, opportunity and reward. However, not all authors have noted positive contributions towards faculty members' individual experiences as a result of internationalization.

Stromquist (2007) in collaboration with Balbachevsky, Colatrella, Gil-Antón, Mabokela and Smolentseva has conducted a comparative study of the university professoriate in six different countries. Findings to this research indicate that internationalization is driving significant change for faculty members who are becoming increasingly segmented through part-time employment and differentiated institutional settings, managed through highly regulated governance systems and required to perform based on entrepreneurial values (N. P. Stromquist et al., 2007). Stromquist further develops her views in a case study conducted in the U.S. which shows clearly marked tensions arising among faculty members through increasing centralization of decision-making, market-driven changes to teaching international students, internal differentiation

between ‘star’ faculty researchers and teaching instructors, and research tied to corporate interests (N. P. Stromquist, 2007). Meyer and Evans (2005) also note decreasing motivation of faculty members to engage internationalization as a result of increasing accountability demands from university administration, unrealistic expectations and added stress (Meyer & Evans, 2005).

In a case study analysis of the influence between institutional policy-makers and academic staff concerning the internationalization strategy of a British university, authors Turner and Robson (2007) discovered significant divergence between faculty members and institutional administration regarding rationales for engaging in internationalization efforts. They record that institutional policy makers tend to emphasize competitive market-based rationales for internationalization while academic staff members acknowledge more cooperative, internationalist ideologies. Further, they suggest that “the widespread disengagement expressed by [faculty member] study participants and the negative connotations placed upon the institution’s particular approach towards internationalization highlighted a lack of long-term sustainability and the disruptive capacity of motivational disunities among the institutional community” (Turner & Robson, 2007, p. 80). As the Turner and Robson (2007) study suggests, divergences regarding the motivations and rationales for internationalization becomes a critical determinant of engagement for faculty members in the institutional internationalization process. Consequently, my research focuses to a significant extent on a comparison between the rationales that underpin institutional internationalization strategies in six Canadian universities and the motivation of faculty members within these institutions to become involved internationally.

In summary, internationalization for individual faculty members requires them to pursue an expanded worldview in their teaching and research through critical self awareness, and willingness to accept a global paradigm with multiple epistemologies. There are many possible benefits for faculty members to engage this process as a way to improve their academic success. Awareness of the negative impacts of internationalization on the faculty members in terms of newly introduced pressures, and changing power relationships is also important to note in order for faculty members to successfully navigate the institutional internationalization process described earlier. Differences between faculty members and institutional administration in their rationales used to engage the internationalization process may be disruptive and counterproductive to internationalization goals and strategies. Finally, the internationalization process may evolve quite differently at the individual level than at the institutional level. Consequently, the final portion of this review examines the individual process of change experienced through internationalization at the individual level.

### **Examining the process of ‘individual internationalization’**

Turner and Robson (2007) suggest that internationalization encompasses a continuum between the individual and institutional perspectives, that ‘transformative internationalization’ is personal and ‘symbolic internationalization’ is institutional (Turner & Robson, 2007, p. 68). They also acknowledge that reaching a “destination on this continuum might be less important than the process accompanying its development” (Turner & Robson, 2007, p. 70). The internationalization process at the individual level is nuanced and complex. A number of studies have considered this process from the student perspective in terms of developing ‘global competencies’ through international

education (Lee Olson & Kroeger, 2001), but few have been done so at the faculty level. Nevertheless, a number of process oriented theories and models might be discussed as they relate to an individual internationalization process.

The ability of faculty members to interact effectively across cultures and cultural paradigms factors significantly into the literature noted above and is promoted as a necessary achievement in both their success in dealing with the impacts of globalization in their academic work and their effectiveness in promoting internationalization in their institutions (De Wit, 2001; Donald, 2007; Morey, 2000; Stohl, 2007). I accept the supposition that internationalization as experienced by the individual faculty member is largely dependent on that individual's prior intercultural learning. However, I also recognize that this is an area that requires additional study and research to further understand the relationship between intercultural competence and internationalization within an institutional context.

Several authors (Lee Olson & Kroeger, 2001; Odgers, 2006; Schuerholz-Lehr et al., 2007; Yershova et al., 2000) have used the Developmental Model of Intercultural Sensitivity (DMIS) constructed by Bennett (1993) as a theoretical basis for their arguments. In Bennett's model, a person progresses in defined stages from a natural state ethnocentric position that inhibits their ability relate effectively across cultures towards an ethno-relative perspective that enables intercultural interaction. Intercultural sensitivity theory proposes that the most basic form of cultural awareness is the denial of difference and the assumption that all the world functions within a single paradigm. The growing awareness of alternate worldviews incites first defensiveness against difference and then a superficial acceptance but minimization of this difference. A fuller acceptance

of difference comes through a critical self awareness together with growing respect and value for multiple cultures, followed by the ability to adapt to another culture and applying it to oneself. The final stage of integration with another culture is the “ability to use multiple cultural frames of reference” and to move comfortably between identities. The first three stages of this model comprise the ethnocentric stages and the latter three comprise the ethno-relative stages (Bennett, 1993).

While Bennett’s constructivist perspective has been helpful in generating relevant thought and discussion, it is not without criticism. Shauls (2007) highlights Sparrow’s (2000) critique of Bennett’s work, agreeing with her point that intercultural development takes place in a variety of ways and not necessarily along a linear path (Shauls, 2007, p. 94). Shauls goes on to describe a new model for intercultural learning, the Deep Culture Model, which he describes as “phenomenological and [which] focuses on cultural learning as an ongoing process of responding to the adaptive demands of a new cultural environment” (Shauls, 2007, p. 137) Central to Shauls’ model are the learner’s choice (conscious or unconscious) to resist, accept or adapt in a new cultural environment. While maintaining the premise that intercultural learning is developmental (Bennett, 1993), Shauls’ model allows for individual learners to resist, accept or adapt to explicit, concrete facets of culture at different rates and in different ways from their adjustments to implicit, abstract cultural experiences. Additionally, it also describes the possibility that individuals may not always move in one progressive developmental direction, but may move between resistance, acceptance and adaptation depending on the context and the object of cultural difference. The goal in Shauls’ model is increased cognitive empathy

and eventually a deep cultural empathy, but with a focus on intercultural learning as a process, not a product (Shauls, 2007).

The application of intercultural sensitivity development to critical, comparative and intercultural thinking, as presented by Yershova, DeJaeghere and Mestenhauser (2000), provides a direct link to the academic foundations of higher education. Yershova et. al. (2000) use Bennett's theory to critique assumptions about intellectual competences that are espoused to be 'culture free,' providing new insight for culturally sensitive comparative and critical thinking, which are cornerstones of the higher education learning process (Yershova et al., 2000). In applying Bennett's work to critical and comparative thinking, they propose that intercultural competence develops through inter-related dimensions of cognitive, affective and behavioral learning. Critical thinking and comparative thinking are culturally constructed competences that require faculty members to incorporate intercultural perspectives into their curriculum in order to fully develop these intellectual skills among their students.

Another theory used by authors cited in the literature reviewed earlier (Sandgren et al., 1999; Schuerholz-Lehr et al., 2007) is the Transformative Learning Theory developed by Mezirow (Mezirow, 1991). Cognitive, behavioural and affective skills are, according to Mezirow, culturally bound and require a change in a person's frame of reference in order to move beyond a natural, ethnocentric state. A person's 'frame of reference' incorporates both a 'habit of mind,' or way of thinking, feeling, doing, as well as a 'point of view,' or opinion and outlook. Transformation of individual frames of reference is achieved through critical reflection and rational discourse surrounding an initial 'disorienting dilemma,' or personal crisis in life experience (Mezirow & And

Others, 1994). Cranton (2006), however, points out that simply “engaging in critical reflection and participating in rational discourse do not guarantee transformative learning” (Cranton, 2006, p. 96) While Mezirow’s (1994) theory lacks intentionality around the context of transformation, leaving an ambiguous outcome in question and lack of direction for implementation (Merriam, 2004), it has served a useful basis from which others have developed the theory more fully. Cranton’s (2006) emphasis on authenticity, for example, calls educators to critical self awareness as a basis for connecting with students and for modeling the transformative learning process. Sanderson (2008) is able to build upon this further to tie transformative learning and educator authenticity as necessary elements of the internationalization process for individual faculty members.

The process of individual change through developing intercultural sensitivity, obtaining an international mindset and becoming a truly cosmopolitan individual is not simple, easy or uniform for all. The internationalization process, whether at the individual or institutional level, involves a commitment to learning. Its success is dependent on both an individual and a collective willingness to reflect critically on the current realities of a globalized world and to be open to other ways of living in it.

One of several benefits that an institutional internationalization strategy provides for a higher education institution, and the members within that institution, concludes Childress (2009), is that it gives “a roadmap for internationalization” (Childress, 2009, p. 289). In the prairie-wide expanse of the possibilities facing higher education faculty members in an age of globalization, I explore whether the participants have found their institutions to be effective cartographers. I also raise the question whether the faculty members themselves prefer ‘off-road’ navigation or whether they are most comfortable



following the institutional path laid out for them. When the options are wide open, the possible routes are many, but that doesn't always mean that the journey will be smooth.

## **Chapter 3: Methodology**

With a stated purpose to understand the faculty member perspective towards engaging and influencing the institutional internationalization process at several Canadian universities, I utilize two different research approaches to achieve this goal. In this section I present the approaches, their rationales and a description of how they are used to solicit the information that forms the basis for analysis and discussion. The research sample, data collection tools, and analysis framework provide further details on the construction of this study and its methodology.

### ***Research approach 1: A phenomenological study of faculty members***

The first approach, a phenomenological research method, has been chosen for the purpose of examining the individual faculty member perspective due to its ability to bring understanding to the lived experience among several individuals of an identified phenomenon (Creswell, 2007). In this study the phenomenon being examined is internationalization, specifically as it is understood and experienced by the individual faculty members in their particular institutional context. Through the utilization of personal interviews among a relatively small number of study participants, a data set has been collected that offers a detailed description of internationalization as a phenomenon experienced by these particular individuals.

The phenomenological approach to qualitative research is well suited for an exploration of internationalization from a faculty perspective. An underlying philosophy to this research approach is that reality is described as the conscious interaction between an individual and a phenomenon they experience. Further, an individual's "experience and behaviour is an integrated and inseparable relationship of subject and object and of

parts and whole” (Moustakas, 1999). Reality of the external world “is reduced to the contents of personal consciousness” and it is only through the experience of certain ‘phenomena’ that certainty can be achieved (Groenewald, 2004). From this philosophy arises the need to gain insight to the personal experiences of individuals living in or with the phenomenon of internationalization. In other words, seeing the effects of internationalization on systems or organizations cannot truly identify or define the essence of internationalization without a consideration of how it is experienced by individuals within those systems or organizations.

### **Phenomenological study**

The faculty member perspective regarding their lived experience with internationalization was collected through personal interviews that lasted between 40 and 90 minutes each. In these interviews participants were asked the following broad questions: i) How is internationalization understood or defined? ii) What motivates internationalization at personal and/or institutional levels? What are the perceived opportunities and risks of engaging in the internationalization process? iii) How do the internationalization efforts of individuals and the internationalization position of the institution influence each other? What role do faculty members play in institutional internationalization? What impact does internationalization have at present and is expected to have in the future?

Each of these thematic areas of inquiry attempt to come to an understanding of how the individual faculty member participants perceive internationalization as both an institutional and a personal phenomenon, what added benefit or burden they experience

as a result of internationalization, and how they perceive their own internationalization efforts and that of their institution resulting in change at present and into the future.

My conversations with each of the study participants revolved around these questions, but also included clarifying questions to follow up on particular points of interest or uncertainty. I included questions regarding the participants' position, tenure and discipline, as well as their past and present international work, in order to 'bracket' their comments in their unique context. In this way, I was able to use, as Hycner suggests (1985) "the matrices of that person's world-view in order to understand the meaning of what that person is saying" (Hycner 1985, p. 281). Bracketing is a tool used in phenomenological research in order to suspend my own suppositions regarding the participants' experience as well as to enable their descriptions to flow from a situated description of their context (Groenewald 2004).

With the permission of the participants, I audio taped each interview and had these transcribed to text, from which I could review participant comments to explicate meaning units. This exercise required multiple reviews of the transcription texts to identify significant statements made by participants, then clustering these to form distinct ideas that describe the essence of the phenomenon of internationalization (Hycner 1985). Further review and synthesis of these 'meaning units' enabled me to summarize participant experiences towards discovering the 'essence' of the phenomenon of internationalization (Groenewald 2004).

### **Research sample**

Five individual faculty members were randomly selected from a data set comprised according to the following criteria. First, the participants must have been

nominated for the Scotiabank-AUCC Awards for Excellence in Internationalization [[http://www.aucc.ca/programs/scotiabank\\_e.html](http://www.aucc.ca/programs/scotiabank_e.html)] in either 2004 or 2006. Secondly the participants must be employed by a university that belongs to either the ‘comprehensive’ or ‘medical-doctoral’ groups of universities in Canada, as classified through Statistics Canada (Orton, 2009). Thirdly the participants must represent a range of different disciplinary interests (i.e. general vs professional programs; science-based vs arts-based). Lastly, the participants must be employed by a university that represents a range of different geographic regions from other participant universities (west, central, east).

The Scotiabank-AUCC Awards for Excellence in Internationalization provided publicly available web-based documents listing the names, contact addresses and international work of over a hundred faculty and staff members of Canadian universities who had been nominated for awards between 1999 and 2006. In order to minimize the number of selections who had moved away from their listed addresses, only the most recent publications (2004 and 2006) were used to generate the data set. From a total of 77 nominees listed in the publications, 47 faculty members, identified by title, were selected into the first data set. After removing those who were employed at universities not classified as either ‘medical-doctoral’ or ‘comprehensive’ according to Statistics Canada, this list was narrowed to 32 faculty members.

The names of these individuals were placed in a spread sheet, which was printed and then cut into pieces containing a single name. Six names were randomly drawn from this group. The selected names were further scrutinized to ensure diverse representation of discipline and geographic placement. Three substitutions were made, two randomly and one purposefully as an individual known to have won multiple awards and who has

provided substantial leadership in Canadian international education. Purposeful selection of participants is often necessary in phenomenological research, which requires individuals who are able to articulate their experiences with the phenomenon in a fulsome way. As Hycner (1985) states,

The critical issue here is that the phenomenon dictates the method (not vice-versa) including even the selection and type of participants. In fact, part of the "control" and rigor emerges from the type of participants chosen and their ability to fully describe the experience being researched.  
(Hycner, 1985, p. 294)

Six individual faculty members were initially contacted by e-mail with a request to participate in a telephone interview on a date and time of their choosing. Five individuals responded positively. These five individuals were each sent, by e-mail attachment, a formal letter of invitation and consent form along with the interview questions. They were each requested to set aside 45 to 60 minutes for the interview. Participants were assured that personal names and/or positions were not recorded in the study report, although participants would be identified by responsibility category position (i.e. faculty member with no administrative responsibilities or faculty member with administrative responsibilities) and by broad discipline groupings (i.e. science-based vs arts-based, or applied arts/science). Participation was entirely voluntary. Participants were each provided opportunity to review their interview transcript as well as the initial draft of the findings chapter of this thesis. Three of the five participants offered changes and clarification to the quotes used in my research. The feedback received also provided confirmation of my representation of their perspective and was a valuable contribution towards refining the understanding and final outcomes of the research.

## **Data collection and analysis framework**

Phenomenological analysis, as Gibbs (2010) reminds us, “requires first to determine the complex phenomena historically, and then understand it as enacted in the situation to be studied” (Gibbs, 2010). Having established a context for understanding internationalization through the literature review, I turn to an examination of how internationalization is perceived among five faculty members in situationally diverse environments.

### **Understanding internationalization**

As evidenced in the review of literature, internationalization cannot be assumed to have a common definition. Consequently, the first objective of the interview is to establish how the participant understands and defines ‘internationalization’ either as a policy of their institution or as a phenomenon they experience, or both. In order to gain a contextual appreciation of the collective understanding of the term, participants have also been asked to reflect on both their personal opinion and their observation of others’ opinions towards internationalization at their institution. Noting different perspectives on how internationalization is understood highlights differences between the individual participants in terms of their worldviews, academic disciplines, cultures, philosophies and experiences. These differences of perspectives may also contribute to understanding how the individual engages in internationalization and how he or she is impacted by it.

A primary concern in this level of analysis is how differentiated ‘internationalization’ is from ‘globalization.’ As noted earlier, globalization is imposing significant change upon the higher education context, and as consequence, is generating significant changes within higher education institutions. A faculty member’s perception of ‘internationalization’ may, in fact, be precipitated more through the impact of

‘globalization’ than through an institutional strategy to internationalize. A faculty member who is actively engaged in institutional priorities to internationalize their campus might be expected to have a fairly well differentiated understanding of these terms (Sanderson, 2008, p. 280). Consequently, I expected to find that faculty members who were more engaged with their institution’s internationalization strategy would provide definitions of internationalization with greater similarity to the institutional definitions of the term.

### **Rationales for internationalization**

Institutional rationales for internationalization have been proposed by de Wit (2002) and Knight (2004, 2008) that have informed and contributed to a number of studies in the field of international education (Elkin et al., 2008; Odgers, 2006; Taylor, 2004; Zha, 2003). Although overlap and interconnection between differing types of rationales are readily acknowledged, the basic framework provided by de Wit (2002) and Knight (2004, 2008) groups rationales into four categories: political, economic, socio-cultural and academic. Each category can be broken down further into several subcategories: political (foreign policy, security, technical assistance, mutual understanding and citizenship, national/regional identity); economic (growth and competitiveness, labour market, education demands and financial incentives); socio-cultural (understanding of multiple cultures, personal development of students and staff, general broadening of perspectives); and, academic (extension of teaching, research and service through an international dimension, institution building, profile and status, enhancing quality, international academic standards) (de Wit, 2002; J. Knight, 2008, p. 85-99).



Although Knight and de Wit (1995) acknowledge that internationalization rationales differ within and between groups of institutional stakeholders, Sanderson (2008) has noted that their internationalization model remains mainly at the national, sectoral and institutional levels of higher education, without analysis of within-institution levels of the faculty unit or individual faculty member (Sanderson, 2008, p. 280) To probe internationalization rationales at an individual level, participants are asked to provide personal accounts of how they first became internationally engaged and what influences they have found meaningful either within or external to the institution in which they work.

As an entry point to comparison between the institutional and individual perspectives, participants are asked to provide personal opinions on what they perceive to be the primary institutional rationales used for engaging in internationalization. The two perspectives provided by faculty member participants, i.e. personal motivations to engage internationally and participant perceptions of institutional rationales to engage internationally, provide a base for understanding meaningful influences that lead faculty members towards engaging the internationalization process. The faculty member perceptions of both personal and institutional internationalization rationales then become a point of comparison with institutional positions on internationalization that are examined in the document analysis.

#### ***Faculty member motivations and the internationalization rationale framework***

While the phenomenological study of the faculty member perspective is able to provide understanding from the paradigm that reality is based on human experience with the phenomena, my challenge has been to bridge the individual experience to the

institutional position. I have chosen to make my comparison at the level of internationalization rationales since this, as suggested by de Wit (2002), forms the basis for the approaches taken towards engaging the internationalization process and the resulting activities conducted. Additionally, Turner and Robson (2007) have demonstrated through their case study research the motivational gap that exists between faculty members and institutional administration concerning the institutional internationalization agenda, which they conclude is a significant disruption to the internationalization process (Turner & Robson, 2007, p. 80).

At this point, I use the phenomenological study of participant experiences with internationalization to build an understanding of the phenomenon within the rationale framework prepared by de Wit (2002) comprised of four general categories: academic, political, social-cultural and economic. In order to do this, I review the meaning texts from the transcript interviews, cluster these within de Wit's (2002) rationale framework and note the number of times references are made within each category. The number times that participants provide comments within the different categories and subcategories points toward different areas of emphasis and priority. Through this approach, I use observations of the meaning texts, and the frequency of those texts, to contribute understanding towards participant rationales for engaging in internationalization, against which I can later compare institutional rationales arising from the document analysis. This is in keeping with phenomenological research, which Hycner (1985) points out utilizes non-verbal and para-linguistic levels of communication to obtain an overall sense of what the participant is saying about the phenomenon.

The researcher cannot just rely on the literal content but must also rely on the number of times a meaning was mentioned and how it was mentioned.

In other words, in following this procedure, it is important to note the actual number of times a unit of relevant meaning was listed since that in itself might indicate some significance; for example, it might indicate just how important that particular issue was to the participant.

(Hycner 1985, p. 287)

It is the emphasis placed by study participants in the different rationale categories that becomes the point of comparison between faculty member participants and institutional internationalization positions obtained through the references categorized in a similar fashion in the document analysis.

### ***Additional perceptions of opportunity and risk in internationalization***

Perceived opportunities and risks in internationalization are an important indicator of the relationship between individual and institutional priorities. Opportunities that are thwarted by institutional barriers or risks that are left exposed by lack of institutional planning may help to bring clarity to understanding the faculty member's perspective of internationalization. While there is significant overlap between perceptions of opportunity and risk with the motivating factors for personal engagement in internationalization, having participants identify their motivations in this way helps to differentiate between factors that are a perceived benefit or a perceived harm. This helps to present a more nuanced description of faculty member motivations.

By adding a follow-up question regarding how faculty members perceive their institutions to support them in pursuing the benefits /opportunities of internationalization or mitigating any risks associated with international work, it is interesting to note how faculty members understand their international work to be a joint effort with university administration or work done alone and in spite of university administration. This

question helps to highlight the relationship that exists or is hoped for between faculty members and their administrative support units.

Perceptions of opportunity and risk through internationalization has been examined from an institutional perspective by Knight (1997, 2006) in the surveys she has conducted among university administrators in Canada and internationally. While the document analysis does not lend itself to collecting an institutional perspective to opportunity and risk in internationalization, it is nonetheless interesting to understand the faculty member perspective on this and the added insight these questions bring.

### **How faculty members and institutions influence and impact each other through the internationalization process**

#### ***Faculty member role***

How faculty members perceive their role and influence in the institutional internationalization process is central to my research interests. Through her application of innovative change theory to the institutional internationalization process, van der Wende (1999) suggests that individuals are more likely to influence sustained, diffused change within the institution if the innovation that they are promoting contributes towards meeting a priority institutional need (profitability) and if it aligns with core institutional values (compatibility). Through the interview process, I search for ways that faculty members are indicating that their efforts to contribute to internationalization are perceived as both profitable and compatible in their institutions.

#### ***Faculty member position***

Faculty members hold many distinct roles in supporting the overall purpose and function of an institution. Primarily they are employed to generate new knowledge, pass knowledge on to their students and to serve their community (Tandon, 2008). The

interview questions provide opportunity for faculty members to relate their perceptions of their own role in accomplishing institutional goals for internationalization. From these responses a number of factors begin to surface that contribute towards this role perception and influence how faculty members engage in the internationalization process.

Included in the factors of how faculty members perceive and engage their role in the internationalization process are questions related to discipline, seniority and administrative responsibilities. Interview questions pertaining to position and rank, tenure and promotion procedures are designed to gain a better understanding of how positionality and employment related conditions might impact the faculty member's ability to engage actively and effectively in the internationalization process of their institutions.

### ***Internationalization impact***

The final interview questions look at how internationalization has influenced or changed the institutional environment generally and the faculty members' experience specifically. This refers both to internationalization's impact in the present tense, i.e. is what is currently happening or has happened to date as a result of internationalization, as well as what is projected to happen in the future based on current internationalization efforts. This section looks at stated institutional targets, noted changes in the institutional environment, and resulting attitudes and opinions among faculty members. It also looks for secondary or unanticipated results of internationalization, particularly as experienced by individual faculty members.

As Sanderson (2008) has suggested that internationalization at the individual level involves transformative experiences from an authentic self awareness and development of

ability to function in different cultural worldviews, faculty participants are asked to provide examples from their personal experience of ways that international involvement has impacted and changed them. They are also invited to speculate on future ways that internationalization will continue to change the work environment for themselves and their colleagues.

Mezirow's (1991) transformative learning theory, with additional insight from Cranton (2006), guides an understanding of how individual faculty members draw from their own international experiences to further internationalization with their institutions for students and colleagues. Yershova et. al. (2002) provide a basis for understanding the individual internationalization process within higher education as an application of Bennett's (1993) developmental model of intercultural sensitivity towards the academic profession. These authors suggest that intercultural thinking is critical to the core of the academic enterprise, providing a connection through which the international work of faculty members is taken beyond personal interest and into the centre of the institutional internationalization process.

### ***Research Approach 2: Document analysis study***

The second research approach that I have used is that of document analysis. In order to gain understanding of institutional positions towards internationalization at several Canadian universities, including those employing the participating faculty members, a document analysis research method of strategic documents from six Canadian 'medical doctoral' or 'comprehensive' universities has been used. I determined to deliberately select one more institution for the document analysis than interview participants in order to try further obscure faculty member participant identity.

The document analysis focuses on publicly available, web-based strategic documents that lay out institutional goals, objectives and purpose. These documents are searched for references that provide an indication for how internationalization as a phenomenon is understood within the university as well as the rationale for it being considered a priority within the institution. As these documents seldom, if ever, assign a role or activity to particular individuals within the institution, the third area of inquiry on the faculty member's role internationalization is not investigated in the document analysis.

### **Research sample**

Strategic documents selected for the document analysis have been collected through an Internet search of institutional web sites, selecting only documents that could be identified within the first category of Childress' (2009) three-fold typology of internationalization plans, i.e. institutional strategic plans (ISPs) in which internationalization is incorporated into an institution-wide strategic plan. Documents from the second category of the Childress typology, i.e. distinct documents (DDs) where internationalization is described in its own detailed document, would skew the numerical reference count if included for some institutions and not for others (since not all institutions have a separate internationalization plan). Documents from the third category of Childress' typology, i.e. unit plans (UPs) that are relevant to a single unit within the institution, would compromise participant anonymity and have been omitted for this reason. In two cases, participants named strategic institutional documents that were available via the Internet and which were subsequently included in the document analysis.

The search for strategic planning documents on university web sites yielded a number of different types of documents, including strategic plans, integrated planning documents, business plans, research plans, academic plans and white papers. Two documents from each institution were selected for the study.

### **Data collection and analysis framework**

One of my priorities for the document analysis has been to achieve an understanding of the institution's position on internationalization with reference to how the phenomenon is understood and what rationales drive its implementation. These two areas become the point of comparison with the faculty member perspectives obtained through the phenomenological study.

#### **Understanding internationalization**

An examination of strategic documents does not clearly explain internationalization as a phenomenon in the institution, with most document references appearing to assume a common understanding of the term within the university community. In order to obtain an institutional definition, I subsequently conducted a general word search of each university's web site for the term 'internationalization.' References to the term are noted in their context and summarized to a concise set of ideas and meanings. These are described as accurately as possible through narrative accounts in the findings section.

#### **Rationales for internationalization**

My primary concern for the document analysis is to discern an institutional position on internationalization through an analysis of strategic documents that provide overall direction for priorities across faculties and units. Documents selected for analysis



meet the criteria of the first category of Childress' (2009) typology, that of institutional strategic plan.

Each selected document has been searched for inclusion of key terms related to Knight's (2004) definition of internationalization. The main reason for using Knight's (2004) definition as a framework for this portion of the study is to bring consistency of definition to both sections. Since study participants in the phenomenological section of the study are selected according to their nomination of internationalization awards presented through the AUCC, an association which has adopted Knight's definition of the term, using this definition to establish a framework for analysis of internationalization plans in the document analysis provides continuity between the two sections. Knight's definition clearly provides three distinct terms which are central to the internationalization process in institutions:

Internationalization at the national/sector/institutional levels is defined as the process of integrating an *international*, *intercultural* or *global* dimension into the purpose, functions or delivery of post-secondary education. (Knight, 2004, p. 11)

The three terms used in this definition which form the basis of the word search in institutional strategic documents are "international, (inter)cultural, and global." Whenever one of these terms is identified in the selected institutional documents, the sentence or section is highlighted and reviewed for contextual meaning. In order to capture references that incorporate the notion of "internationalization at home," the search has included 'multi' cultural as well, although I recognize that in Canada, multiculturalism has become part of a Canadian national identity and does not necessarily incorporate an international perspective per se. Consequently, I am careful to discern and remove references that pertain solely to a national cultural agenda.

Sentences and clauses containing distinct ideas related to internationalization have been separated out and classified according to the rationale framework discussed by de Wit (2002), which divides rationales into four categories —academic, political, social-cultural and economic. Given the overlapping nature of these categories, a subjective determination of the dominant idea being communicated through the text was used to place the text fragments into their categories. The statement quoted below is an example of text that is counted both in terms of expanding educational programs internationally under the ‘academic’ category and in terms of developing a broad cultural awareness among individual students under the ‘social-cultural’ category.

The option of internationalizing educational experiences through study abroad will enhance our students’ adaptability, independence, cultural awareness and communication skills.

University 2

Once the meaningful texts had been extracted and classified, references within each category were counted with totals placed in tables showing comparison between the institutions based on the number of distinct references in each category and sub-category. The overall visualization of primary rationales for internationalization between the different institutions provides a canvas against which to compare faculty member perspectives.

### ***Intersection of the individual and institutional perspectives***

The comparison of institutional and individual perspectives through the document analysis and participant interviews is the critical point at which I am able to draw insight and conclusions concerning faculty member engagement in the institutional internationalization process. Both the points of distinct convergence as well as obvious

contradictions form an important understanding of how institutional internationalization effectively engages faculty members and maximizes their efforts on campus.

Turner and Robson (2007) describe a ‘continuum of positions’ as a way of conceiving the internationalization process involving both individuals and institutional structures within the university. I agree with these authors the position that “the final ‘destination’ on the continuum might be less important than the process accompanying its development” (Turner & Robson, 2007, p. 70).

To assist with understanding the process through which institutional and individual perspectives intersect and engage, the study employs the innovative change theory model proposed by van der Wende (1999). If, as the model suggests, internationalization is an innovation introduced to the institution through the efforts of individual faculty members, it will gain greater diffusion, and therefore long term change, if the individual internationalization efforts are both compatible with institutional goals and profitable for meeting institutional needs. However, this model might also be put the other way around. If internationalization is an innovation introduced to individual faculty members through an institutional strategy, it will gain greater acceptance, and therefore long term engagement, if institutional efforts are both compatible with faculty member values and profitable for their personal and professional interests. It would seem reasonable to anticipate that internationalization efforts, both institutionally and individually are maximized at the intersection point of these two models.

## **Summary**

In this chapter I have outlined the methodology of this study. Two research approaches are used to gain an understanding of two perspectives. Five individual

faculty members have been identified as exemplar promoters of internationalization in their institutions and have been invited to participate in a phenomenological interview process to gain an understanding of the faculty member perceptions towards internationalization. Selected participants must be employed at a Canadian university that belongs to either the ‘medical-doctoral’ or ‘comprehensive’ category of institution according to Statistics Canada (Orton, 2009). Through this qualitative research approach, the study seeks to understand the lived experience of faculty members with regards to their institution’s internationalization strategy.

The categorization of faculty member responses in the area of motivations and rationales that contribute towards engaging the internationalization process provides an indication of emphasis from the faculty member perspective of which rationales according to de Wit’s (2002) framework are the most meaningful: academic, political, social-cultural or economic. This emphasis becomes a point of comparison for the institutional position towards internationalization obtained through a document analysis.

A document analysis of strategic institutional documents, as identified by Childress’ (2009) typology of internationalization strategies, seeks a corresponding understanding of the institutional perspective of internationalization. Identified documents have been searched for words indicative of the definition of internationalization proposed by Knight (2004), ‘international, (inter/multi)cultural, and global.’ Meaning units developed from both sets of data have been categorized within the internationalization model framework proposed by de Wit (2002), using four rationales for internationalization: political, economic, social-cultural and academic.

In the discussion of findings that follows, several theories provide context for understanding the positions and perspectives that emerge from the faculty member interviews and document analysis. The developmental model of intercultural sensitivity and transformative learning theory contribute towards a better understanding of the process of change through which individual faculty members pass as they engage in international initiatives. These theories also provide a foundation to understanding the role that faculty members assume in becoming change agents within the internationalization process of their institution as they influence students and colleagues. Innovative change theory provides additional understanding of how the internationalization process develops within the institution through the influence of individual faculty members.

## Chapter 4: Findings

"Through travel I first became aware of the outside world; it was through travel that I found my own introspective way into becoming a part of it." (Welty, 1995, p. 76)

Like the Pulitzer Prize winning novelist, Eudora Welty (1995), quoted above, many people may agree that their world might effectively be a small island of knowledge and familiarity, save for the ability to travel beyond our borders and experience new 'worlds', new island groupings of people and place. The links between place and people, the paths and roads created to facilitate travel between different communities, as on the wide expanse of the Canadian prairie, has parallels to the internationalization process that helps universities to become aware of the outside world and also become a part of it. The findings of the interview process with five faculty members located in different Canadian cities and employed at different universities attest to Welty's (1995) sentiments above and the value of experiential learning in international settings as essential for making sense of the wider world and our role in it.

In this chapter I present the findings of this study in the order outlined in the methodology. First, within the phenomenological study of faculty member experiences: i) an understanding of internationalization; ii) motivations for personal engagement and participant perceptions of institutional rationales used for pursuing internationalization; also perceptions of opportunity and risk involved with international work; iii) ways in which the faculty member and institution influence each other in the internationalization process, including opinions of the role that faculty members themselves feel they play in the internationalization process and positional factors; also, perceptions on how

internationalization has impacted faculty member work within the university and speculation of future impact. Second, within the document analysis I present findings from the university web sites on how internationalization is understood within the selected institutions and what rationales are suggested in university strategic documents for engaging in internationalization as an institution.

Finally, a comparison is made between the definitions of internationalization as well as the rationales used for engaging in internationalization initiatives as expressed by faculty members and as presented by university web sites and strategic documents.

### ***Phenomenological research study: A faculty member perspective of internationalization***

Faculty members selected by the process described earlier to participate in the phenomenological portion of the study were contacted by e-mail and an appointment arranged for a telephone interview at a time and date of their choosing. Questions were sent ahead of time, along with consent forms, so that participants could reflect on their opinions in advance of the interview. Through the process of random selection, review according to preset criteria, and re-selection to achieve overall balance, the final list of participants included individuals with the following profiles.

The five faculty members working at Canadian universities included two full professors, and three associate professors. While three of the five were not currently administratively active, only one of the five has never held administrative responsibilities. Three are in arts based disciplines and two are in science based disciplines. Three were from universities in central Canada and two were from universities in western Canada. Three professors were female and two were male.

**Table 1 Faculty member participants in phenomenological study**

<b>Participant</b>	<b>Title</b>	<b>Administrative responsibilities</b>	<b>Discipline</b>	<b>Geographic region</b>
A	Professor	None currently	Arts based	Central Canada
B	Associate Professor	None currently	Arts based	Western Canada
C	Associate Professor	Currently holds 2 administrative positions	Applied arts based	Central Canada
D	Associate Professor	None currently	Applied science based	Western Canada
E	Professor	Currently holds 2 administrative positions	Science based	Central Canada

Interviews ranged in length from 40 to 90 minutes. Each interview was audio taped and transcribed into document files by a professional transcriber. Transcriptions were reviewed and meaningful texts were excerpted which captured the central ideas within each area of inquiry: understanding of internationalization, motivations for internationalization, perceived opportunity and risk, faculty member role and the impact of internationalization on the faculty member. Quotes were removed and placed in a spreadsheet so that all participant responses could be easily seen in relation to each other within the relevant sections and questions of the interview.

Each participant presented a philosophy or perspective towards internationalization through the course of the interview that was unique. These perspectives might be generally described in the following ways: i) Participant A provided a balanced, broad-based perspective of internationalization that brought fairly equal emphasis to differing rationales and demonstrated a critical awareness of positive and negative aspects of institutional internationalization; ii) Participant B was a strong advocate of internationalization as a means to educating for global citizenship and



transformative learning for students; iii) Participant C was heavily engaged in international development work and saw this as a primary driver of internationalization, along with faculty research and internationalization of curriculum at home; iv) Participant D stressed the importance of building international relationships of integrity, mutuality and sustainability over time; v) Participant E found internationalization to bring tremendous opportunity both personally and institutionally to meet specific needs and deficiencies locally through a variety of international programs and activity. Each of these perspectives, while demonstrating a range of diversity among faculty members, also provides a sense of cohesion and consensus on various aspects of internationalization. These differences and commonalities are described further below.

### **Understanding Internationalization**

Given the strong emphasis on globalization and its distinction from internationalization in relevant literature, the first priority of this study has been to explore faculty member understanding of the terms and how they identify these concepts. A leading question, worded along the lines of Coelen's (2008) definition of internationalization as an institutional response to globalization, was posed to participants, to which they were invited to agree or disagree. One participant definitely agreed with this definition, adding to it by suggesting that universities also contribute towards globalization through their internationalization efforts. This participant's view agrees strongly with Egron-Polak's (2005) premise that universities are both spectators and participants in today's knowledge-based economy and the momentum of globalization.

Two participants were unsure about the link between internationalization and globalization. The remaining two felt that globalization was not part of the internationalization process in higher education, though one admitted she had not considered the term carefully. The other felt they were parallel terms with no clear intersection points between them.

I don't know about the globalization thing. I mean, it does parallel globalization, but it is just establishing multifaceted linkages with international academic settings.

Participant B

Some common ideas emerged when participants were asked to define internationalization in their own words. Four out of five of participants (four out of five) acknowledged that internationalization is a complex term; that it is mutable, and results in a confusing array of possible activities.

I think internationalization is the least understood and the most misunderstood topic in my opinion.

Participant E

It's used a lot in mission and vision statements, but I think what that actually translates to varies so much.

Participant D

All participants identified internationalization as an academic phenomenon, impacting and being facilitated by the academic exercises of teaching, research and service. Every participant also identified internationalization as being initiated through personal connections between individuals, institutions and communities in different countries of the world.

I just think of internationalization broadly as connecting around the globe and bringing an alternative perspective.

Participant D

Internationalization is all about personal links.

Participant E

My philosophical stance on the issues is that we live in a globalized world and a localized world. Whatever is international is local at the same time. And so that's part of the survival of rural Canada.... You know these are all connected internationally, whether it's in Europe or whether it's in Africa. So that's what it means to me.

Participant C

Some participants found it easier to describe internationalization in terms of what it accomplishes within in the institution as well as for individuals.

Internationalization is about broadening perspectives.

Participant A

I embody internationalization because I lived in an international setting and I taught there and I researched there and I published there and I worked entirely in that language.

Participant B

As a corollary to Participant D's observation that internationalization can be translated to mean many different things inside the institution, respondents presented different ideas on how internationalization is manifested in their university. As B noted above, internationalization results in a skill set of intercultural competency, enabling individuals to live and function effectively in a different country, language and culture from the one in which they were raised. Participant C emphasized international engagement in teaching, research and service and bringing connection between local and global into our Canadian context. Participant D focused on internationalization as manifested through institutional partnerships of reciprocity, integrity and sustainability. Participant E referenced internationalization in terms of programs and activities

established for student learning, such as exchange, study abroad and international internship placements. Perhaps the unifying idea between these different perspectives was Participant A's assertion that internationalization is manifested through the broadened perspectives of students and faculty members.

Participants were also asked to provide their opinion on how others in their university understood internationalization. These opinions were generally formed through the participant's observation and interaction with colleagues as well as institutional documents issued through central administration. Once again, a fairly diverse range of concepts were associated with internationalization in the broader institutional context.

When D learned that internationalization was being written into her university's mission statement, at first she was excited thinking that her involvement in coordinating international service learning opportunities for students would be included in the terms of the new statement, opening opportunities for funding and support. However, she soon discovered that her project "didn't qualify because it was more of a marketing kind of thing, how to market the university around the world." D quickly learned that her definition of internationalization being based on long term partnerships of integrity and mutual benefit did not fit with her institution's definition of internationalization, which focused on improving its global reputation.

Similarly, B found that with a change in presidential leadership came a new definition of internationalization for the institution which left her alienated and disconnected from the institution's vision. Her understanding of her current president's definition of internationalization was "having undergraduate students set foot outside of Canada during their undergraduate education." While this definition appears similar on

the surface to B's commitment to transformative learning through study abroad, it in fact emphasized such a narrow perspective of internationalization that it left her feeling alienated and disconnected from the institutional internationalization process. She perceived the institutional definition of internationalization to be focused exclusively on the activity of sending students abroad, without intentional consideration of how intercultural learning was taking place or its academic purpose. Additionally, having internationalization defined in terms of student mobility abroad, excluded this faculty member's wealth of academic linkages and engagement in international research collaboration. She was unable to see her own interests and understanding reflected in the definition of internationalization that was being supported within the institution.

Participant A observed that internationalization at the institutional level was defined differently than at the provincial level. He asserted that within the institution "it's not about money...most people at [this university] I think do see it as an academic enterprise." He went on to contrast this with provincial contributions to institutional internationalization, which had been a helpful support, but which tended to define internationalization primarily in terms of the economic gain that international students bring to the province. B also observed this definition at her university stating,

Another way that internationalization is quite often defined by the number of international students they have and that I'm afraid administratively is boiling it down to tuition fee.

Participant B

A and C agreed that internationalization in their institutions was defined as a broader academic initiative that involved research and service as well as teaching. In C's case, this broad definition was incorporated into her university's mission statement as well as into institutional systems such as tenure and promotion policy. In this respect, C

was affirmed through a common understanding of internationalization throughout the university and among her colleagues, regardless of whether or not they saw internationalization as a personal or institutional priority.

This initial area of inquiry into definitions of internationalization reveals a number of findings. First, while most participants view the relationship between internationalization and globalization with suspicion and uncertainty, there is definite cohesion in their understanding that internationalization is an academic phenomenon that is complex and evolving, but which begins with establishing relational links between individuals and institutions in different countries. Beyond that, the tangible outcomes of internationalization are numerous, any of which may be said to characterize the phenomenon at a certain level. Some of these characterizations mentioned by participants include international student recruitment, marketing and global reputation, sending Canadian students abroad and establishing institutional partnerships.

Secondly, an understanding of internationalization is largely shaped by the individual's prior international experience and current involvement abroad. Participants B, D and E have focused on one or two primary projects involving movement of students from Canada to another country. Consequently, their personal definitions of internationalization focus on concepts that they have learned and valued in the context of their work: transformative learning, mutuality and reciprocity in partnerships, and personal linkages. Participants A and C referenced a wider range of international involvement including faculty member engagement through teaching as well as research, technical assistance and service in different capacities around the world.

Finally, institutional definitions can alienate faculty members if internationalization is defined narrowly, as in Participant B's case. Conversely, broad based definitions that clearly link internationalization to the academic mission of the institution garner support from faculty members who are able to identify with this understanding of internationalization from various positional viewpoints, disciplines and areas of international involvement, as experienced by Participant C.

Many of the participant observations and feedback concerning the definition of internationalization noted in this section are entangled with questions of motivation and rationales for the internationalization process. These are explored more fully in the next area of inquiry recorded below.

### **Motivations and rationales for internationalization**

Having established a basis for understanding internationalization at both a personal and institutional level, I asked participants to identify the ways in which their institution emphasized internationalization (if this was apparent) and what rationales were used to promote internationalization within the institution. Participants were asked to link these rationales, if possible, to an institutional strategic plan. They were then asked to reflect on their own motivations for being involved internationally and finally to provide an opinion on how closely they felt that their personal goals and motivations for engaging internationally aligned with institutional internationalization efforts.

### **Faculty member perceptions of institutional rationales for internationalization**

All five participants were able to reference institutional policies, actions or documents that gave evidence of their university's internationalization priorities. Participant C referenced her institution's mission statement which affirms a global

perspective in all research and teaching objectives of the institution, providing a philosophical base for internationalization as a foundational idea in all strategic documents. She also noted that her university promotes itself as existing for the ‘public good’ and this not just in Canada, but in the global context. She asserted that at her institution “faculty members really care about internationalization. We’ll use the mission statement to justify that.” She goes on to explain that the president of the university has a critical role in defining and affirming this rationale broadly within the institution.

[There’s] a sense that the university exists for a greater good... for the public good. And not just within Canadian boundaries, it is very international. Again, the president’s role has had a big impact on it. ... We have a president of the university right now who’s providing a lot of leadership; he’s former president of WUSC and the chair of the board on WUSC.

Participant C

Participant E pointed to the 10 year internationalization strategy at his university, describing its goals for establishing branch campuses and joint degree programs. These documents as well as communication from senior administration lead E to believe that,

The university is aggressively going after international regiment basically to have a presence internationally.

Participant E

Several participants also pointed to organizational and systemic measures specifically implemented in their institutions to facilitate internationalization as indicators of institutional commitment. Participant A noted an organizational commitment to internationalization at his university, which employs a dedicated senior administration position with responsibility to give leadership to international education efforts in the institution. Participant C highlighted the fact that her university includes



internationalization as a required reporting line item in evaluation procedures, including tenure and promotion for faculty members.

Participant D observed an emphasis on internationalization both at the institutional and at the unit levels communicated through strategic mission and vision statements, though she was doubtful whether this translated into operational initiatives. Her comment, “It’s used a lot in university mission and vision statements, but I think what that actually translates to varies so much,” suggests some skepticism as to whether institutional statements in themselves motivate individual international initiatives. More practically, Participant D’s university also requires faculty members to report on international activity as part of the evaluation process, a requirement that translates directly to increased faculty member participation internationally.

So we are adding cross-cultural viewpoint examples in our classes, and we are physically providing cross-cultural experiences and trans-national type of things like that. When it gets on to a faculty evaluation process then you know it’s something that is valued.

Participant D

Not everyone indicated that the emphasis which their institution was placing on internationalization was positive or productive. Participant B saw her institution’s emphasis moving away from a more multifaceted approach to internationalization that included a wide variety of international activity and engagement on the part of faculty members to a very narrow approach focused on the outward mobility of Canadian students. To her, this signified a reversal of a previously strong internationalization strategy.

I have watched the dismantlement of internationalization at [my university] in the decade I’ve been here. One of the things that attracted me to [this university] in the first place was its commitment to all kinds of different ways of internationalizing. ... I didn’t realize that [the

president] was telling me that he was about to withdraw support for everything and put all of the support behind getting that undergraduate big toe outside of the boundaries of Canada for anything over I suppose an hour that qualifies as internationalization... and it became a deliverable.

Participant B

This faculty member perceived that her institution had not engaged internationalization out of concern for student learning, but rather was focused on numbers to improve its own reputation.

There is no academic reason for them to send students abroad. It's a deliverable. It's a number. They want x percentage of the student body to have an international "experience" during their undergrad [program].

Participant B

When it came to describing institutional rationales for internationalization, participants most frequently voiced perceptions regarding central administration priorities to build global reputation and to increase revenues as the primary drivers of internationalization. In B's case above, she understood her university's priority to be developing a reputation of actively sending students abroad to gain international experience, without articulating an additional rationale beyond wanting to increase numbers of students traveling.

Participant A referenced global higher education ranking schemes and increasing competition between universities internationally in the context of his institution's conscious efforts to realize the benefits of the current competitive higher education environment.

How one's seen internationally can translate into interesting opportunities for one's students and faculty members.

Participant A

Participant D also described her institution's engagement internationally through institutional partnerships based on the increased recognition and subsequent market value that such recognition brings. She noted that her institution had a stated goal to be a top-ranked university globally, but Participant D did not see the value of this rationale in the long term.

[This university] wants to be known around the world. We want to have partnerships and part of me is very skeptical about international partnerships 'cause I don't see them sustained. I see them almost as something that faculties and deans or whatever are just trying to get in their pockets.

Participant D

Faculty members consistently perceived that one of the primary rationales provided by their universities for engaging internationalization was the economic gains that international involvement could bring. Participant E observed a direct relationship between universities in this country becoming involved internationally and the current Canadian economic climate in which fewer government resources are being invested in higher education. This faculty member suggested that university rationales for internationalization are 'purely economic.'

The President and the Vice-President are very, very clear that international involvement is important if we want to maintain the quality of our programs and to retain the funding level and the professors level that we have. The money for university is going to just shrink in the coming years and if we don't grab the money internationally we won't have it so that's what is on their radar... let's put it this way.

Participant E

The economic incentive that institutions embrace in their internationalization efforts seems to generate different responses from faculty members. Some, like Participant E above, are very pragmatic about the financial opportunities available to

Canadian institutions in the global context. Others are uncomfortable and even outright critical of this rationale.

Another way that internationalization is quite often defined [is] by the number of international students they have and that, I'm afraid, administratively is boiling it down to tuition fee. It's boiling down to income for the university and that's just plain unethical.

Participant B

Participant C provides an example of her institution applying pressure to undertake an international contract primarily for the purpose of the added revenue that this work brings to the institution. This makes the participant uncomfortable and even resistant to the prospect.

A top-down "we are looking for your expertise" request to work in a capacity development project on rural water resource management in Afghanistan. It is all about money -- I felt conflicted to be involved because the partnership is not organic but imposed from the upper admin of the university and led by a Canadian consulting firm. It is a very costly project too ... money within the international system that carries with it a political agenda of military intervention to development intervention. Very challenging ... and to date very bureaucratic - nothing has been signed or finalized on this project.

Participant C

Participant A, while acknowledging the important roles that global reputation and competitive advantage play in institutional incentives to internationalize, suggests that a primary rationale is actually found much closer to home. The multicultural context of the community in which his university is located is one of the strong drivers of internationalization at this institution.

Being where we are, right, it's important that our students—even though they are probably the most multicultural group of students in any university in Canada—are in an environment where the international side of things seems important and they're provided with opportunities to have international experience. Now, I always try to draw a very clear line between multicultural and international. [But these terms] relate in a sense that on the one level students who are new Canadians, many of them have

active connections to the places from which their families came, or they're interested about them even if the ethnic communities themselves have connections.

Participant A

Although the multicultural background of the student body and close community ties to countries around the world might generate increased interest and heighten the importance of internationalization at the institutional level, Participant A is very careful to emphasize that truly *international* learning experiences are important drivers of internationalizing education and not simply *multicultural* experiences in a Canadian context. University-supported international links between communities facilitates not only the student learning experience, but also improves institutional reputation at the local level. As A acknowledges, "I'm sure it's done huge amounts to raise the status of this University in the [local ethnic] community."

In summary, participants in this study each readily pointed to ways in which their university has placed an emphasis on internationalization, indicating that this is a common institutional phenomenon. Not all institutional efforts to internationalize were perceived as positive advancements, with at least one participant feeling that her institution's particular approach was detrimental to internationalization in the university. Perceptions of institutional rationales for internationalization as expressed through this group of faculty members seem to be dominated by competitive rationales such as institutional reputation, both at the local and global levels, and increasing financial revenue to the university. Only one participant stressed an approach to internationalization aligned with social-cultural rationales in which her institution emphasized its public good purpose in its mission and vision statements. These rationales stand in some contrast to the personal motivations that are explored following a

brief overview of institutional rationales within the internationalization rationale framework proposed by de Wit (2002).

***Rationale framework analysis of faculty perceptions of institutional internationalization rationales***

Further analysis of faculty member participant responses and categorization of these responses according to the framework provided by de Wit (2002), provides a common structure for comparing faculty member perspectives with those found in institutional strategic documents later in this study. As noted earlier, this framework separates institutional rationales for internationalization into four fundamental categories: academic, political, social-cultural and economic. Within each category several subcategories exist. For the purposes of this overview, the significant statements excerpted from each interview have been examined and grouped according to this four point framework.

To illustrate the decision making process used in separating participant statements into the internationalization rationale framework, examples are recorded in Table 2 below.

**Table 2 Sample categorization of perceived institutional rationales**

<b>Rationale framework category</b>	<b>Subcategory</b>	<b>Participant quote</b>
Academic	Expanding teaching and research through international activity	"So are we adding cross-cultural viewpoints examples in our classes, and we are physically providing cross-cultural experiences and trans-national types of things like that."
	Profile/reputation:	"The university is aggressively going after international regiment basically to have a presence internationally."  "We have all these global rankings... how your institution is perceived globally is very important."

Political	National/provincial identity and Foreign policy	“Students who are new Canadians have active connections to the places from which their families came. Being where we are, it’s important that our students—even though they are probably the most multicultural group of students in any university in Canada—are in an environment where the international side of things seems important”
Social-cultural	Promoting awareness of multiple worldviews / ‘universalism’	"Internationalization is about broadening perspectives"  “University had defined itself as existing for the public good, not just in Canada, but in the world.”
Economic	Financial incentives for institutions	"Another way that internationalization is quite often defined [is] by the number of international students they have and that, I’m afraid, administratively is boiling it down to tuition fee.”

The number of participant references related to perceptions of institutional rationales for engaging internationally is totaled for each rationale framework category and noted in Table 3 below.

**Table 3 Category totals for faculty member perceptions of institutional rationales**

	Academic	Political	Social-Cultural	Economic
Participant A	5	2	1	1
Participant B	3	0	0	3
Participant C	1	0	3	1
Participant D	9	0	2	7
Participant E	7	0	2	8
Totals	25	2	8	20

Academic rationales, according to de Wit’s (2002) description include five distinct goals at work: embedding international into teaching and research as a means to extend their impact, building institutional structures to support internationalization, pursuing an international profile and status, enhancing quality of institutional efforts, and adopting international standards of practice. Participant A understands his institution’s

rationales for internationalization from a primarily academic standpoint. His comments represent a blend of the different goals noted above that contributes to this academic rationale. He notes structural changes and institutional building tactics to strengthen internationalization; he describes ways that teaching and research are extended through international activities and how these increase and enhance their quality; finally, he acknowledges global ranking schemes, the university's need to build their reputation and profile through international engagement and how this translates to opportunities for staff and students. Although he recognizes rationales from the other sectors of the framework, political, economic and social-cultural, his dominant focus is academic.

Participant B also sees her institution's academic rationale for internationalization, but this is solely in terms of its pursuit of reputation and status. She places equal emphasis on economic rationales as the basis for her institution's engagement in internationalization. Economic rationales according to de Wit (2002) include institutional goals to enhance growth and competitiveness, contribute to labour market demands, meet and gain from international student demands and pursue direct financial incentives from external sources. Participant B sees her institution engaging three of these four economic rationales, omitting only its contributions to labour market demands. While other participants acknowledge to some extent their institution's impetus for broader social-cultural goals including the personal development of intercultural skills in staff and students, Participant B sees no evidence of this rationale at her institution.

In contrast to the previous participant, Participant C considers social-cultural rationales to dominate internationalization at her institution. In this, Participant C recognizes all three subcategories described by de Wit (2002), these being fostering an



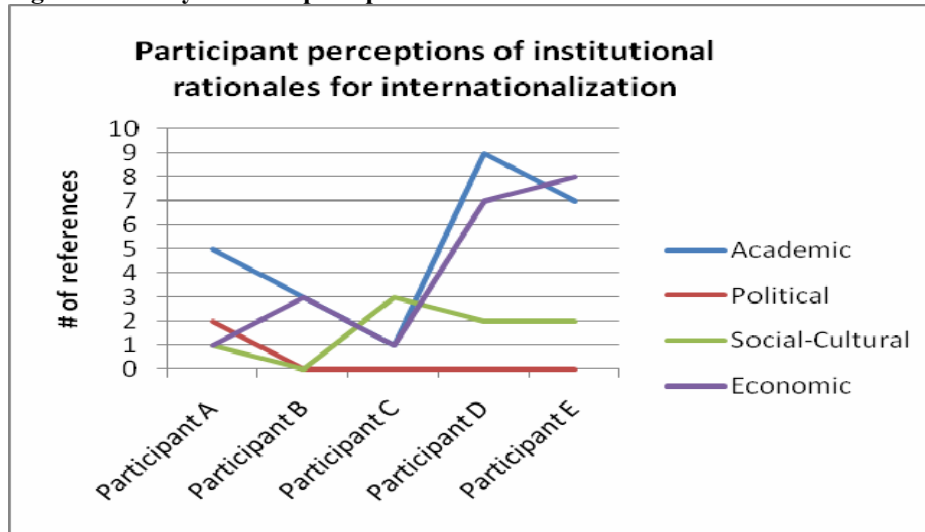
understanding and transmission of multiple cultural viewpoints, personal intercultural development of staff and students and combating parochialism through a general broadening of perspectives. Participant C sees the main driver being her institution's sense of purpose for the public good, which translates into support for intercultural development of its staff and students.

Both Participant D and Participant E mention significant institutional rationales in the academic and the economic categories. Participant D, however, places greater emphasis on institutional profile and reputation as a dominant driver in the academic sphere while Participant E has more references to extending teaching through international activity and institution building measures to support internationalization. Differences also emerge in the economic area where Participant D sees a greater emphasis on economic growth and competitiveness while Participant E observes significant financial incentives from external sources as an institutional rationale.

Observations of political rationales for institutional internationalization are nearly absent from participant comments. According to de Wit (2002), political rationales encompass institutional contributions to national foreign policy through attracting international students and facilitating institutional partnerships, considerations of national security through which institutions generate understanding of geographic regions of national interests, technical assistance given to developing countries, peace building through fostering mutual understanding between diverse cultural viewpoints and furthering a sense of national and regional identity. Only Participant A sees his institution's strategic intent to align itself with provincial goals to attract foreign students and to positively contribute to the multicultural society in which his institution is located.

A graph illustrating these different story boards is presented in Figure 1 below.

**Figure 1 Faculty member perceptions of their institution's rationales for internationalization**



The framework analysis confirms the participant narrative that concluded institutional rationales to be dominated by reputational (academic) and economic rationales. The one outlier in this scenario is Participant C who observes a stronger social-cultural rationale at her institution than anything else. With such a very few references from each participant on a very complex topic, it is not possible to generalize too broadly on these findings. They suggest rather, an indication of emphasis as participants provide a first reaction snapshot of the ideas that come first to their minds when describing institutional internationalization rationales.

### **Personal motivations for engaging internationally**

Faculty member participants were each asked to reflect on their initial reasons for becoming involved in international work. Most went back to influential experiences or people who inspired or counseled them to participate in an international learning opportunity. A number referred back to their childhood and the role of parents in influencing a broad perspective to the world. Participant B attributed her commitment to

global citizenship values to her parents who nurtured an interest in cross-cultural dynamics. Participant D explained that she lived in a number of different countries while growing up, attending school in Italy, spending time in the Soviet Union. This provided the foundation to her passion for transformative experiential learning. “To read about something does not transform us,” asserts Participant D, but to engage and interact with people in a different country does.

Participant E admitted that his father “tricked” him into going abroad as an extended paid opportunity to travel to Canada and obtain a graduate degree. He ended up staying and building his career in this country, but has found a way to stay personally connected to his parents by setting up international internship programs for Canadian students in his home country. For him, the motivation to engage ‘internationally’ by becoming a bridge between his adopted home and his birth home is intensely personal.

Participant C left her rural Canadian home as a teenager to work in South America. She, too, expressed her motivations as “very personalized.” Her personal interests transferred into her later education and became a pattern for her life and career. In a similar way, Participant A entered an academic area of specialization in the history and culture of a foreign country based on the influence of a professor who mentored him in his undergraduate program. His subsequent career naturally took him abroad on numerous occasions to the sites that were the focus of his research and led logically to his personal involvement abroad.

Aside from the very personal experiences, situations and influences that these faculty members described, several also commented on wider social and even organizational motivators that added additional encouragement to their personal interest.

Participant B referenced a Canadian national identity which establishes a common value system among her students with ideals of being ‘mediators’ and ‘peacemakers’ in the world and of ‘accepting diversity.’ The perception of these national values increases her desire as an instructor to create a learning opportunity for her students to experience the application of these values abroad.

I certainly feel that one of the important things with my students if they’re Canadians and if we have this self-conception of ourselves it behooves us to reflect on who we are and what our position in the world is.

Participant B

Participant B also finds personal motivation through a strong desire to promote global citizenship among her students as well as to improve the quality of their education.

I want to try influence as much as I possibly can the creation of responsible and informed global citizens.

Participant B

If you want to have informed, responsible and engaged global citizens, you *have* to get your students into an international setting and you *have* to have a pedagogy that will encourage them to reflect on their position and how they are as Canadians and what is going on in the rest of the world. So there’s a pedagogy that goes along with this when you’re doing international education. You don’t just send the students off to live in a group and do a tourist thing that reinforces the superior position that we have.

Participant B

Both Participants C and D described organizational motivators within their institutions that link internationalization with tenure and promotion policies, providing direct economic and professional benefits to faculty members who engage internationally. These organizational incentives have been very effective in encouraging and in justifying faculty engagement internationally. In the case of Participant D, faculty members’ salaries are directly affected by their ability to report international work. She

is in a non-unionized environment in which salaries are dependent on merits achieved through the evaluation process. By having international initiative as an evaluation criterion, faculty members see a direct personal economic benefit to their international work.

Through these accounts of how faculty members feel motivated to engage internationally, it is possible to observe how incremental experiences lead to other more intensive initiatives. It also demonstrates how transformative change through personal experience in another country is a consistent motivator for individuals to continue this learning process and to value it to the degree of wanting to provide such opportunities for others. Values of intercultural sensitivity, global citizenship, respect and equality in partnerships also appear as common threads. The common and divergent emphases of participant perspectives regarding personal motivations for internationalization gains further clarity in the rationale framework analysis below.

***Rationale framework analysis of faculty member perceptions of personal motivations in internationalization***

Examining personal motivations for international engagement in the same framework as the analysis of perceived institutional rationales provides an opportunity for direct comparison to see how the two perspectives align. Once again, significant statements have been excerpted from each interview, re-examined and grouped according to the framework provided by de Wit (2002). These groupings provide additional insight into understanding primary faculty member motivators and provide a basis for discussion of differences and commonalities between personal and perceived institutional viewpoints.

To illustrate the decision making process used in separating participant statements into the internationalization rationale framework, several examples are recorded below.

**Table 4 Sample categorization of personal rationales**

<b>Rationale framework category</b>	<b>Subcategory</b>	<b>Participant quote</b>
Academic	Providing an international dimension to teaching and research	"So there's a pedagogy that goes along with this when you're doing international education."
Political	National/provincial identity and	"I certainly feel that one of the important things with my students if they're Canadians and if we have this self-conception of ourselves it behooves us to reflect on who we are and what our position in the world is"
	Peace building and mutual understanding	"I want to try influence as much as I possibly can the creation of responsible and informed global citizens."
Social-cultural	Personal & professional development	<p>"I had a superb professor when I was an undergraduate [who prompted me to take up a focus in a geographic region away from Canada.] Part of it is momentum, once you're along a professional path."</p> <p>"What the hook was for me to start this particular [international] project was simply a colleague who taught a summer course over in [country in Asia]. He told me about this and [it fit] my background. "</p>
Economic	Financial incentives	"[Internationalization] is in the evaluation process [for] the individual faculty member, and we get merit payday here.... So that these reports are really perceived as significant to the individual. Internationalization [is] identified as one of the areas to report on."

The number of participant references related to personal motivations for engaging internationally is totaled for each rationale framework category and noted in Table 5 below.

**Table 5 Reference totals for faculty member perceptions of personal rationales**

	Academic	Political	Social-Cultural	Economic
Participant A	0	0	3	0
Participant B	2	2	4	0
Participant C	0	1	5	1
Participant D	2	3	6	1
Participant E	0	0	5	0
Totals	4	5	23	2

The narrative report on faculty member perspectives provides an account for Participant A who does not see direct benefits for faculty members to engage in international work. However, according to de Wit's (2002) framework, the benefits contributing to faculty member research work, personal development of international interests through mentors within the university, and a general fostering of awareness for multiple cultures and perspectives, all indicate a social-cultural rationale for internationalization. Participant A has referenced each of these, demonstrating the social-cultural rationales he has used to pursue and engage internationalization.

Participant B finds personal motivation in the academic rationales, particularly with enhancing the quality of her teaching and extending its reach and impact through teaching in an international setting. She also feels motivated by values of social responsibility such global citizenship, peace building and mutual understanding. These values fall into the political category of the rationale framework. Like Participant A, however, the majority of her motivation stems from the social-cultural area where she finds satisfaction in the intercultural learning of herself and her students, as well as the transmission of multiple cultural views and a general broadening of perspectives.

Participant C notes the direct gain to herself through institutional policies of promotion and tenure that reward international involvement. She also references her

involvement in community development work as a meaningful way for her to engage internationally. However, these justifications are a sidebar to her primary motivations ignited by personal international experience that developed her intercultural skills and led to a career focused on international involvement. In the framework this is shown by multiple references in the social-cultural area and only one reference in each of the political and economic fields.

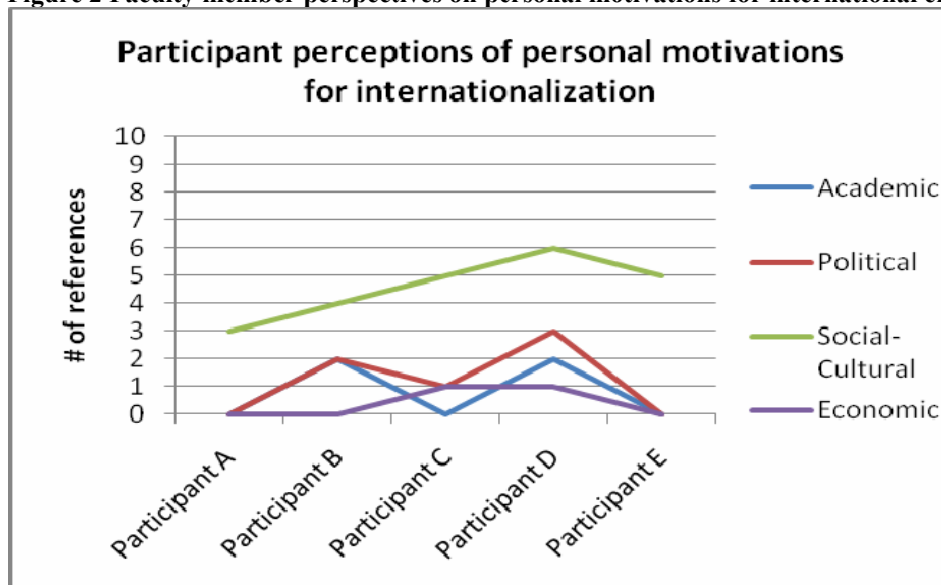
Participant D has shared personal motivations for international engagement that range across the analysis framework. Like Participant B, she gains satisfaction through the academic rationales in enhancing the quality and impact of her teaching through international experiences. Like Participant C, she references her involvement in international development work and direct gain through tenure and promotion practices as contributing to her overall satisfaction with being involved internationally. Like all of the others, however, Participant D sees the primary gain of internationalization personally in the intercultural learning benefits she obtains through these experiences.

The dominance of social-cultural motivators among interview participants is confirmed more solidly through the contributions of Participant E. His experience with international program development has clearly been motivated for reasons that develop his personal interests. While he observes institutional gains in various areas through his international work, his own motivations remain firmly rooted in the social-cultural rationale of his personal growth and development, as well as the individual broadening of perspectives among his students, through the course work he is doing internationally.

Figure 2 below illustrates this framework analysis in a graph comparing the different rationales.



**Figure 2 Faculty member perspectives on personal motivations for international engagement**



Graphic representation of participant responses provides a picture of the dominance of the social-cultural rationale over other motivating factors when it comes to the engagement of individual faculty members in international activities. Once again, this is based on a relatively brief conversation with each participant, subsumed in the course of a 40 to 90 minute interview. More in depth study would provide a more nuanced picture of faculty member motivations, but these findings do sufficiently suggest divergences between faculty member motivations and their perceptions of institutional rationales to prove helpful for discussion purposes and lead me to some of my conclusions.

### **How personal motivations and institutional rationales align**

Participants in this study were specifically asked to provide their own assessment of how well their personal motivations for being involved internationally aligned with their institution's rationales for internationalization, as they understood this. A range of responses emerged from this question that reveals an interesting pattern and suggests

possible indicators for the level of faculty member engagement in an institutional internationalization strategy.

Participant A indicates that his personal goals currently line up well with institutional goals for internationalization, but this is subject to change based on changing priorities in a new university administration.

Well, I would say [personal and institutional goals for being involved internationally] line up very well, at least, I may have to revise that answer if [a change in administration] comes down.

Participant A

This tenuous response on the part of the faculty member demonstrates his perception that internationalization priorities are evolving and mutating, depending on the perceptions and assumptions of those in leadership. The current vision of internationalization at his institution—which is one that he has been able to influence—is being pursued but only in terms of a short-term vision. It has not become a foundational principle in the long-term fabric of the institution's mission.

Participant B declares herself disengaged from the current institutional internationalization mandate. In spite of the fact that both she and her institution value the activity of sending Canadian students abroad for an international learning experience, she feels there is little or no commonality between them.

We don't share a motive. If you are sending students abroad in a tourist sort of setting, where they are superior, then I don't want the students to go abroad. Then we are at cross-purposes.

Participant B

The differences in the underlying goals for this activity are such that Participant B feels disconnected from her institution's internationalization vision. Participant B's purpose for developing study abroad courses for her students is to enhance their sense of

global citizenship through transformational learning and to develop intercultural sensitivity through an academically guided process. She sees no articulated purpose in her institution's goals to send students abroad, other than to report numbers of student participants to meet its own objectives. This disconnect has recently emerged for Participant B as institutional priorities have changed with new senior administration.

Participant C concludes that her personal motivations and her institution's rationales for internationalization "totally" line up. This does not mean that she does not experience difficulty or challenge within her institution regarding her international work. However, she does feel well supported in her personal efforts abroad and shares a deep resonance with the foundational identity of her university as an institution established for the public good within both a local and global context.

Yeah, totally [aligned between university and personal internationalization goals]. Again, that's where I use it as a justification 'cause that's really important to me.

Participant C

Participant D acknowledges that her personal motivations line up to a certain extent with her institution's rationales, "as long as money isn't a factor." However, she admits a serious disconnect with her institution in terms of the underlying values that give purpose to the international partnerships in which the university engages.

Well, I would say [personal and institutional reasons for being involved internationally] would align very nicely as long as money wasn't a factor. I think [the institution] is very supportive of the work that we do for the student learning experience, and want to brag about it, but that's sort of where it ends.

Participant D

Participant D values her international partnership as one of integrity, defined by mutual benefit, respect and ability to learn from the other. Her institution seems to value

partnerships in terms of how these might improve its own reputation globally. She fears that university administrators are only concerned with the numbers of partnerships achieved and not about the quality of the relationship.

Participant E indicates that his goals currently line up well with his institution's goals concerning the international programs in which he is involved. The student learning programs that he is coordinating abroad are meeting a very practical need that his institution has, and which complement his personal and professional obligations. However, this compatibility is subject to change dependent upon shifts in the Canadian economy which may reduce the level of felt need to look abroad for student learning opportunities.

For [senior administration] the cost to them is very small, they are supportive in that sense. So, whenever the economic situation improves, we shelve the program, and whenever the economic situation [is depressed, like now] we generate this program.

Participant E

The above assessments on the part of faculty member participants regarding how well their personal motivations for being involved internationally align with the rationales they perceive in their institutions suggest a range of compatibility and complementarity between individual and institutional perspectives. Participant C clearly feels engaged with her institution's direction and purpose to work towards the betterment of the public good both in Canada and abroad. Participant B and Participant D both engage in activities that are part of their institution's internationalization focus, but both feel disconnected from the internationalization process due to fundamental differences in the values and priorities behind these activities. Participant A and Participant E accept a positive relationship for the current time with an institutional internationalization strategy

that supports their personal opinions and obligations. However, they do not hold a long term conviction that institutional internationalization will continue to complement their individual purposes if changes occur in internationalization priority or utility among senior administration.

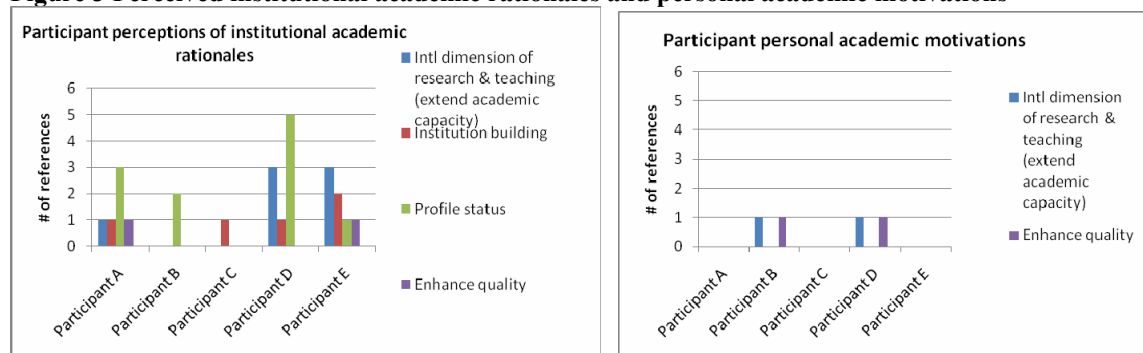
***Rationale framework analysis: Comparison of faculty perceptions of institutional rationales and personal motivations for internationalization***

Comparison of institutional rationales and personal motivations in the rationale framework offered by de Wit (2002) helps to delineate the points of departure between the two perspectives offered by faculty participants. This section revisits the rationale framework analyses presented earlier of faculty member responses regarding their perceptions for institutional rationales and compares this with participant responses regarding personal motivations for internationalization. Each of de Wit's (2002) categories is visited, with comparison between perceived institutional rationales and personal motivations being compared and contrasted in light of differences at the subcategory levels.

The graph depicting the participants' perceptions of institutional rationales in the academic category (Figure 3 below) is well populated and fairly dispersed across the subcategories described by de Wit (2002). Expanding program reach through international dimensions in teaching and research is noted by three participants, as is institution building structures to strengthen internationalization. Enhancing quality is also noted. However, three out of five participants speak most often about institutional profile and status as representing their institution's rationales for engaging internationalization.

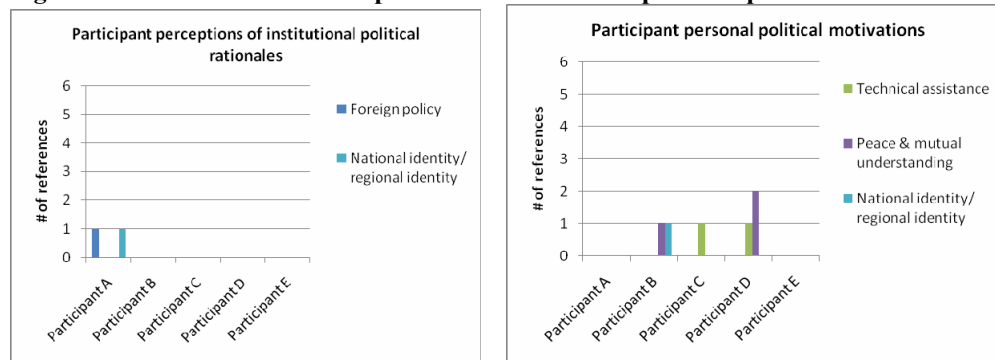
In comparison, the graph of participant personal motivations is relatively sparse. Two participants, B and D, find academic rationales do stimulate personal involvement internationally, primarily from the sense of satisfaction obtained through enhancing educational program quality by including international learning experiences in course curriculum. These overlap to some degree with the institutional rationales they have cited, but they are overshadowed by the fact that none of the participants find personal motivation through the profile and status rationale. In fact, the narrative above seems to indicate that the faculty member's lack of appreciation for the pursuit of global recognition through internationalization actually works to disengage them from the other academic rationales that might be common to both them and their institutions.

**Figure 3 Perceived institutional academic rationales and personal academic motivations**



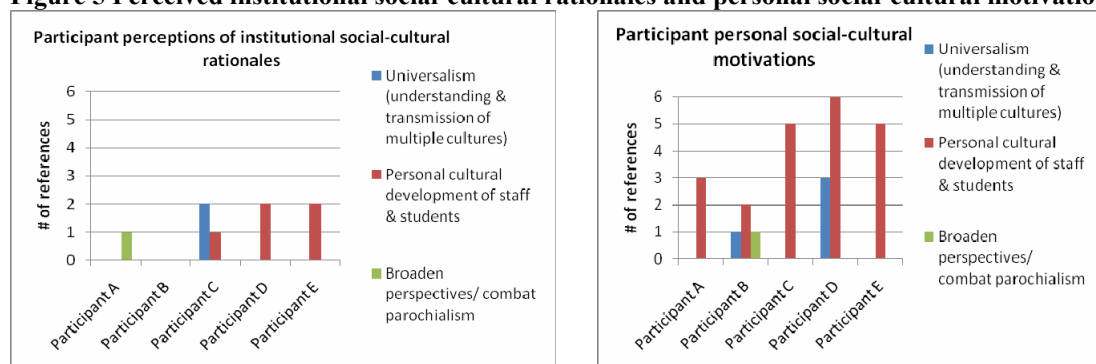
Participants did not give much attention to political rationales either for their institutions or their personal engagement internationally (Figure 4 below). A small number of references are made for each perspective, though there are slightly more that relate to faculty members' personal motivations. Of these, the dominant rationales are technical assistance towards international community development and peace building and mutual understanding. These rationales suggest a personal value on the part of these faculty members towards social responsibility and notions of global citizenship.

**Figure 4 Perceived institutional political rationales and personal political motivations**



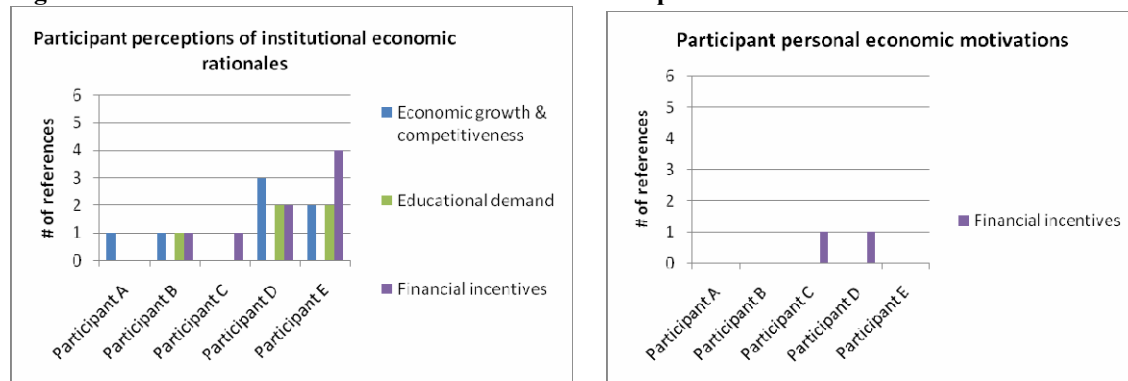
A comparison of social cultural rationales (Figure 5) demonstrates a greater distinction between institutional rationales and personal motivations, as perceived by faculty participants. Most participants (three out of five) see evidence of some institutional rationales to support personal growth in intercultural awareness among students and staff, along with a lesser commitment to universalism and broadening cultural perspectives. Noticeably absent in this is Participant B, who assigns all of her institution's rationales to pursuit of a global profile and economic growth and competitiveness. On the personal front, however, all participants make multiple references to personal development in intercultural skills as a motivator for internationalization. Here, Participant B is in agreement though her own motivations include broader values in transmission of multiple worldviews and cultural perspectives.

**Figure 5 Perceived institutional social-cultural rationales and personal social-cultural motivations**



Faculty member participants make multiple references to economic rationales as one of the primary reasons their institutions are involved in internationalization. Participants note a relatively high number of references with respect to institutional pursuit of economic growth and competitiveness, taking advantage of the educational demand from international students, and direct financial incentives from new sources of revenue abroad. On a personal level, economics rationales are almost non-existent, save for the two participants who referenced the gains they are personally able to make in their tenure and promotion applications due to the contributor factor of their international work that is recognized in their institutional evaluation process.

**Figure 6 Perceived institutional economic rationales and personal economic motivations**



The rationale framework proposed by de Wit (2002) has provided a way to synthesize and illustrate the different perspectives of faculty member stakeholders as expressed through the references they have made to both perceived institutional rationales for internationalization and their personal motivations for engaging in international work. An overall comparison between these two perspectives is taken up in the results discussion in the following chapter.

As noted in the literature review, the evolving nature of higher education in a global knowledge based economy presents numerous opportunities, but also some very



real risks. Interview participants have offered additional thoughts and perspectives on these which further shape an understanding of the faculty member perspective towards internationalization.

### **Opportunities and risks in internationalization**

Both institutions and faculty members in those institutions may be motivated to engage internationally through perceptions of opportunity and risk. These perceptions may be based on speculation or rumour as well as calculated, researched information. Some opportunities are anticipated and sought after, while others are recognized later as a positive unexpected result of the activity or program. Perceptions of opportunity and risk may be tangible or intangible, but they are nonetheless influential at both an individual and a corporate level and can help provide further insight to the rationales and approaches taken towards internationalization.

Faculty members participating in this study were asked to specify any perceived opportunity or risk through internationalization, in order to clarify additional motivations and build a better understanding of a more nuanced range of rationales at play within the institution. They were also asked to identify ways their institution gave assistance to faculty members to either take advantage of the perceived opportunity or mitigate the perceived risk.

### ***Opportunities gained through internationalization***

Faculty member participants see benefits both to themselves as well as to their institution through the international programs and activities in which they are involved. Enhancing the quality of education for students is an opportunity identified by all participants. Faculty members who encourage and facilitate student learning in

international settings are convinced that this exposure to different countries and cultures provides a unique and truly valuable education that can be gained in no other way. As

Participant A states,

[Study abroad] increases the quality of program for the students. There's something students will gain from having this course abroad as opposed to having it on campus."

Participant A

An educational learning benefit on the part of students may not be the foremost motivator behind the activity initially, but it can become one of the strongest felt positive results. Participant D expresses her changing awareness of this opportunity after her first time coordinating a service learning trip for students at her university.

I honestly went there thinking we were going there to help. But it was soon after that that it really hit home that as much as we provide our services there, we are [getting] experiential learning and cross-cultural learning... our students are getting a real education.

Participant D

Whether this opportunity is a direct benefit to the faculty members or not is a question with mixed responses from the participants. Participant A contends that direct benefits to the faculty members to set up the international learning experiences for students are "relatively marginal."

So, I know it would benefit the students...I'm not sure to what extent it would benefit me.

Participant A

This contrasts with the significant personal satisfaction reported by both Participant B and D as a reward for initiating and facilitating transformational learning for students and colleagues through international projects and courses.

I see what happens to these students when they go on this international program. Half of them have completely changed and understood something important—at least half of them. That's all I need to motivate myself.

Participant B

I just feel like I have the most amazing opportunity here. I have classes of 100 students. I have a huge, huge impact and influence over those students.

Participant B

It's really been the students who have gone and come back who give back to the program to make sure we enhance it, it's absolutely been delightful and ...the most transformative teaching I've ever done. It's really the individual kind of mentorship to help people through their struggles and to challenge their own assumptions.... it's heavy on the demand side. And yet the return is astronomical.

Participant D

Participants also cite more tangible returns on their investment of time and effort through the individual benefits at a professional and personal development level. As noted earlier, both Participant C and D reference their institution's tenure and promotion system which give credit for the international work of faculty members. This very direct personal benefit through career advancement can also present an attractive opportunity to faculty members not predisposed towards international work to seek out opportunities in the international arena.

These reports are really perceived as significant to the individual and whatever we're reporting on drives us to spend time and energy to do well in. So, by having internationalization identified as one of the areas to report on carries a lot of weight.

Participant D

It's really important to me that I can go to my Promotion and Tenure Committee and basically say, 'this is a priority for the university,' when

my faculty, many of whom only work in Canada, question in the peer review process, ‘well why is she working out in Africa?’

Participant C

Several participants express surprise in discovering that involvement in international projects as part of their academic work provides a unique learning opportunity not only for their students, but for them as well. Through their experiences abroad, these faculty members indicate they have gained valuable skills in intercultural sensitivity, and an expanded worldview, which have equipped them to be better teachers, mentors and researchers.

It does expand and broaden your view of how things are in the world. For me, it’s made me more curious to step back and wonder before I go to judge that something is good or bad or right or wrong. So, as a professor, when I’m seeing students respond in certain ways instead of going immediately to, ‘that was so disrespectful of them,’ I could wonder what that’s all about and then [try] to understand. [It’s made me] much more compassionate, more open and curious and more accepted.

Participant D

I saw [my home country] afresh through the eyes of my students... I had never imagined [my home country] like that.

Participant E

Sometimes the professional development opportunity falls to faculty member colleagues at the partner institution overseas. This, too, is a tangible and important benefit of working collaboratively in international partnerships.

The faculty members from that university have come to [my university in Canada] to teach a few courses. They have seen how we do the teaching. Some of the things that they’ve learnt here they have applied to their university so there is real interaction, which is just based around this program.

Participant E

One faculty member points to a very personal opportunity seized through his involvement with a program hosted by an institution in his home country. His aging parents, requiring additional care, are able to see him regularly as he travels between the two countries. In this case, this faculty member is able to fulfill both his professional obligations towards training Canadian students and his personal obligations towards his family.

Acquisition and access to new resources to support teaching, research and service goals is a final area of evident opportunity perceived by this group of faculty members. International initiatives have generated new research work on the part of participating faculty members. Participant D describes using her involvement abroad to generate a published paper dealing with global citizenship, a topic outside of her academic specialization, but relevant to her involvement in an international service learning initiative. Participant E also details how an initial student internship program expanded when local government in his partner institution's country contributed additional funds for infrastructure to create a research environment.

Since the ministry provided equipment and the university provided buildings, we were able to create positions for four PhD students so we started a research program.

Participant E

Partnerships with foreign universities can also lead to students coming to Canada to pursue further education here. Although the intent of the international initiative was not to recruit students, Participant D noted that students from their partner country were ending up in Canadian university programs.

As of last year we had the first [partner country] student come to [my university] to take his PhD.

Participant D

Finally, Participant E describes how his international partner is able to provide access to equipment and industry links that are unavailable to students in Canada. When his university was grappling with how to place growing numbers of Canadian students in work related positions that were diminishing in the North American economic downturn, Participant E saw a solution by matching their student surplus with the tremendous need for skilled labour in his home country. Additionally, the Canadian labour market required students to have a high level of technical skills which they had not yet developed and would place them in positions with a very limited range of technical exposure. The foreign market, on the other hand, placed the students in more demanding positions that would expose them to a wide range of skills, but which were more appropriate to their actual technical skill level.

So it met the students' academic needs. It met my personal goals and it also met my personal career goals. ... It's an experience which improves the co-op experience for the students and that's why the thing works. I'm not a visionary or anything like that but I do know how to make use of opportunities.

Participant E

Participant E maintains a tremendous optimism towards the possibilities that internationalization and international partnership initiatives bring.

There are many, many, many opportunities. If I made a career out of [international work], I can see lots of ways to make money and "good money", not make money in any negative sense. [I mean] make money in a sense that the customer is also very happy. We have lots to offer, but whether it is being done or not is a different issue.

Participant E

This wide spectrum of perceived opportunity is encouraging for those who hope to see the growth of internationalization in higher education. This section has touched on

a number of incentives perceived by faculty members to engage the internationalization process. First, international learning experiences designed by faculty members for students enhance the quality of degree programs. This is both a benefit for universities that care about student learning outcomes as well as for faculty members who derive a good deal of satisfaction from the transformational learning taking place in their course and through their influence.

Second, faculty member involvement internationally contributes to both a personal and corporate development of reputation, knowledge and visibility. Two participants acknowledge gratefully that their international work is recognized through their institution's tenure and promotion system, translating into merits that advance their careers as academics. Others have experienced personal learning and development of intercultural sensitivity skills that enables them to work and perform better in other areas of responsibility. This personal and professional development extends to partner institution faculty members as well through faculty exchanges and teaching and learning opportunities in another country. The creation of institutional partnership programs based on the cooperation of faculty members in Canada and their counterparts abroad also increases institutional visibility and reputation.

Finally, international partnerships provide access to new resources and environments to support the educational, research and service purposes of Canadian institutions and their faculty members. This encompasses a variety of possible benefits from attracting students from partner schools, to fostering new research work, to generating funding from new sources and the like. At times international partnerships can compensate for shortfall of resources in Canada, as Participant E demonstrates

through the use of his personal connections and ties with his home country to meet an immediate program deficit of practicum placements in Canada. This cooperation has benefited his university by solving the unemployment problem for co-op students, benefited his partner university by bringing skilled workers to its region and leveraging additional resources from local government sources, benefited the students by providing opportunity to learn a range of basic level skills, and has benefited himself personally by providing a way and means to travel frequently to his home country to attend to family obligations. Establishing this win-win-win-win international program has emboldened Participant E who suggests that more such opportunities are ready to be engaged by individuals and institutions willing to invest in them.

With such enthusiasm it is difficult to understand why more don't engage internationally within the academic community. Perhaps the balancing factor of perceived risk keeps these impulses in check. The participants in this study have also shared insight on this as well.

### ***The 'risky business' of internationalization***

It's a question of how much risk you're willing to take... [International work] is a risky business.

Participant E

Faculty members who have worked extensively in another country and culture understand the uncertainties involved. Hard lessons have been learned and the voice of experience suggests strong caution. Internationalization risks confront both institutions and individuals, but can be mitigated if those involved are informed and prepared to take appropriate pre-emptive action.



As a faculty member with former administrative responsibilities in his institution, Participant A is quick to note a number of financial risks for an institution that is involved in internationalization.

International work is more expensive than doing domestic work. So, an institutional emphasis on internationalization [requires] some resources, not huge amounts of money.

Participant A

This participant goes on to note that his university has established a travel fund for faculty members wishing to develop international projects or educational programs. A similar institutional support is also available at Participant D's university to help offset faculty borne costs for new international programs.

Participant A notes that some institutional enterprises abroad, such as establishing a branch campus in a foreign country, can result in significant financial losses for institutions, prompting many universities in Canada to avoid this kind of risky activity. However, there are other risks that are more subtle, such as enrolling international students at Canadian universities, which institutions are slower to acknowledge.

I think the other risk is the over emphasis on international students ... some of the Australian universities have had financial issues [because of this].

Participant A

In light of this risk, Participant A recommends conservative recruitment targets for international students, even setting a limit on the number of international students admitted in a year.

I think universities should probably have an upper [limit]... we should have targets for what percent of our student body we want to be international. And those targets should be in my view; I think the ideal would be like 15% international.

Participant A

It is not enough, according to Participant E, to accept higher tuition fees from international students without reinvesting in additional program supports to help them overcome the difficulties with adjusting to a new academic and cultural environment. Failing to adequately support international students runs the risk of losing this financial revenue stream and alienating the students.

The international students that we enroll, their fees come directly to the departments. So, now and we mistreat our international students greatly. How long we can continue to do so? I don't know. It will come. Those students will become vocal after some time. They're cognizant of the fact that money is hard earned by their parents and so they make the university hear it. Some correction will take place.

Participant E

Universities can reduce the risk of international student dissatisfaction by establishing separate supports to meet their needs. This, in turn, has a financial cost to the institution.

International students while in most things they are just students and will use the normal student services, in some things aren't normal students and need special services. There are costs involved in having numerous international students on your campus.

Participant A

A number of participants noted the possibility of negatively affecting the quality of classroom education by having a significant number of students who struggled to overcome language and cultural barriers to understand course content. Mostly participants referenced comments from colleagues who were unprepared or unable to teach in a culturally appropriate way beyond their traditional Canadian context. Participants acknowledged that this was a real challenge for many faculty members.

Also there are issues that have arisen with the quality of classroom education when you have forty percent of your students who are not native speakers in English.

Participant A

The reason is we don't understand them. We're comparing them with the remaining set of students that are in the class. You forget that they're coming from a different culture. They're coming from a different background. There's no efforts to integrate them...  
A lot of faculty members complain [about international students].

Participant E

While program supports for helping international students to adapt to a Canadian learning environment are perceived to be important, participants also expressed a need for additional support for faculty members to increase their ability to teach effectively in a multicultural classroom. Engaging in international work without developing intercultural sensitivity is a recipe for trouble according to Participant D. When building partnerships with institutions and agencies in other countries, a lack of cultural sensitivity and awareness reinforces negative assumptions that are detrimental to a truly reciprocal partnership. Ultimately, this can damage institutional reputation in that region.

When projects—and I'm sure I've been guilty about this—when we're more self-serving than we are in a reciprocal relationship, we can be the real colonialist. When you're not aware you don't know what you're doing, so [small assumptions are] reinforced. We could be inadvertently reinforcing some of those things or imposing our cultural ways of doing it. I think simply by going there you're changing [things], you're interfering.

Participant D

Caution is also warranted when it comes to creating international learning opportunities for Canadian students, according to Participant B. Study abroad requires a clear purpose that intentionally seeks to develop intercultural sensitivity. Without this,

Participant B expresses fear that negative stereotypes about other countries and cultures can be reinforced rather than transformed in a positive direction.

There's a huge risk with just reducing the definition of internationalization to sending students outside of the Canadian borders because it gives them a stamp on their passport. That doesn't have anything to do with academic content or actually developing an awareness of where each student individually stands in terms of the rest of the world or where Canada stands in terms of the rest of the world. So the risk is that we look like we're increasing the awareness of our students of their place in the world when actually we can be reinforcing some [ideas] of inequality between the global north and the global south.

Participant B

In spite of the many opportunities for personal and professional growth and development that participants identified through engaging in international work, they also see significant risks for individual faculty members. Perhaps the more poignant of these, especially for those faculty members whose institutions have not incorporated international work into tenure and promotion evaluation systems, is a personal risk in jeopardizing professional advancement. This is particularly true with faculty involvement in establishing international learning opportunities for students. If recognition is not granted to the faculty member in equal portion to their time and effort invested, it is not advantageous for them to be involved in the initiative. Further, it is actually detrimental to their career since international work absorbs very significant amounts of time that detracts from other priorities recognized by the institution in research and teaching in Canada.

Until working internationally actually has its own special category in the annual report where there is recognition for the kind of energies that have to go into making excellent programs, then you are faced with a negative incentive [towards internationalization].

Participant B

Participant B goes on to describe the concern and changing opinion of a senior colleague as he observed her investment in administering a study abroad course for Canadian students.

The nomination for the Internationalization Award came from a fellow faculty member [who is] now retired. He spent the first five years watching what I did in disdain because I was doing all kinds of things that the university was not prioritizing. My priorities were not matching and this was going to negatively affect my career. He thought I wasn't a good academic. The next three to five years he started watching a little bit more closely what I was doing and he did some reflection. As a result of that nominated me for this award because he became enormously appreciative and respectful in academic terms for what I was doing and he became then most alarmed and disturbed because the university wasn't recognizing it.

Participant B

Faculty members invest disproportionate amounts of time and energy into establishing and operating international projects and learning opportunities. They might also invest personal resources in an effort to keep costs down for students.

I did not want to organize something where the students couldn't go because it was too expensive so I absorbed personally a lot of the cost of the program. I did TONS of work on those programs for free—tons and tons and tons.

Participant B

Ironically, the very values that drive faculty members to absorb the risks of being involved in international education programs for students may also conflict with other strong personal values, causing a sense of ambivalence and tension.

I ask the question about global warming and how to be doing all this distant travelling.... Should we be promoting it and are there other ways with a smaller footprint to be doing the same sort of things but without the amount of impact on the environment.

Participant D

Finally, three faculty members identified travel safety, primarily for their students, as a risk associated with internationalization that warrants attention within the

institution. However, this risk was also recognized as something that could be readily mitigated by rigorous pre-departure preparation and possibly even turned into a learning opportunity itself for students.

The group of students are selected about eight months in advance of travel and they have five months of pre-travel preparations. I think in terms of preparing our students to work in a global [setting] we have to have them become aware that what we're used to here in Canada is very, very different—that whole [idea of] challenging of our assumptions and our ways of doing things and to see how maybe they are appropriate for here, but they may not be appropriate in another country or another culture. To me it's just about not being so rigid.

Participant D

In summary, faculty members in this study identified several important risks, both to their institutions and to themselves, in efforts to internationalize. Financial risk of internationalization is significant as travel and work abroad is expensive with little guarantee of a profitable return. As Participant E notes, “If the sole purpose is to make money, you're not going to get anywhere!”

Universities must also consider the potential risks of an extremely mobile international student population. Although international tuition fees have become a recognized and valuable source of income for institutions, there are costs associated with supporting a large international student population. Universities risk losing students if they are not prepared to make an investment of staff and programming resource to support the students' learning success.

Faculty members may also bear a burden to their time, energy and personal finances in an effort to generate a successful program that falls outside of their institution's resourcing priorities. When personal values are strong, the reward generated by the transformational learning achieved through international experience (both for self

as well as students) seems to counterbalance this risk. However, other values, such as environmental concerns, may contradict the values gained by international work and create conflict for the individual.

Two participants expressed opinions that ambiguous or misguided rationales for conducting international work pose a substantial risk, both for individuals involved in the program as well as for institutions that stand to lose reputational merit.

Finally, two participants described risk associated with travel safety as a real concern, but one which can be turned to a learning opportunity through an intense and appropriate pre-departure orientation. Travel risk was primarily expressed in terms of concern for students participating in university international learning programs.

University administration may take a number of steps to either encourage faculty members to engage international opportunities or support them in ways that minimize their risk. Unfortunately, according to several participants of this group of faculty members, these very efforts may themselves become impediments to the participation of faculty members in institutional internationalization. Faculty member perceptions regarding how they influence the internationalization process, as well as how they are impacted by institutional policy and practice are presented in the next section.

## **How faculty members and institutions influence and impact each other through the internationalization process**

### **Faculty member role in the institutional internationalization process**

I think [faculty members] are playing an absolutely crucial role [in internationalization]; I don't think you can do a whole lot without them.

Participant A

Faculty members participating in this study were selected based on their known involvement in the internationalization process of their institutions. Through the interview, participants were asked to identify what role they felt they or their colleagues played in furthering internationalization within the institution. Participants found it easy to identify international activities which faculty members facilitate, but less certain to know how these activities contribute to an overall strategy to internationalize. Still, their perception of the value that faculty members bring to the institution through their international involvements was strong and broad ranging in terms of the specific ways these contributions are made.

The most commonly referenced contribution to internationalization among the participants was the faculty member role in initiating, developing and administering student international learning experiences. Four out of the five participants were directly responsible, either in the past or the present, for the establishment of multi-year programs for students to gain academic program credit through a structured learning experience abroad. These programs cover a range of academically related purposes, including study abroad, service learning and practicum placements for co-op students. Additionally, three participants described how their personal involvement internationally and understanding another country's culture enabled them to bring an international perspective to their course curriculum and enhance the learning of students in Canada. In each case, the faculty member stated their perception that student learning is greatly improved through the inclusion of multiple cultural perspectives and an international learning experience substantially increases the quality of the students' education.



Three of the five participants recounted how their personal relationships and links with individuals, agencies and institutions abroad were used to establish institutional partnerships and membership in various international networks. These institutional links were perceived to be significant contributors towards building institutional visibility and reputation abroad. Additionally, three participants referenced their research work done internationally as important factors used by their own institutions in building a global reputation for research strength. Service work of three more faculty members in international organizations such as the World Bank, OECD, and the European Union also is a way for their institutions to become known in powerful international circles. One participant noted her international development work abroad as an important contributor towards addressing ‘world issues’ which improves not only the reputation of her university, but by association the whole of Canada.

Three faculty member participants assigned value to the role that either they or their colleagues play within the institution in encouraging the international work of others. This was done through establishing or nominating faculty members for awards and assigning credits—for either staff or students—for international experience. Likewise, two participants noted how faculty member colleagues can significantly discourage international academic work through a devaluing of its contribution to the academic mission of the institution. Such peer based criticism can be difficult, but can also be overcome if opportunity for observation, dialogue and reflection is provided, as one participant illustrated. Two faculty member participants welcomed intervention from administrative offices to help facilitate this kind of collegial interaction on a wider scale in the institution.

Finally, two faculty members highlighted their role in bringing new revenues to their universities by attracting international graduate students based on their reputation internationally and in acquiring new grant funding from outside of Canada for their international work. A third faculty member emphasized how his international program for co-op placements produced a significant cost saving for his institution, which would have paid a higher premium on the student learning service within Canada.

Acknowledging that differing opinions on internationalization rationales and involvement may be significantly affected by the position of the individual faculty member within the institution, several questions regarding faculty member rank and position have been included in the interview process. Responses enable this study to briefly examine whether positional attributes influence faculty members' sense of engagement and ability to contribute effectively to institutional internationalization before concluding with a look to its impact on the faculty member experience.

### **Faculty member position**

Three positional factors emerged as having some impact on a faculty member's ability to respond to internationalization opportunities: seniority, tenure and discipline. On the question of seniority, one participant proposed that younger faculty members are better able to relate to students and therefore may be better able to lead student groups for extended periods of time. Another suggested that younger faculty members might be better able to cope with the physical demands of international travel and activity related to teaching students while abroad. On the other hand, one participant acknowledged that senior faculty members were better able to attract international research grants, graduate

students and partnership links. Seniority, it seems, offers faculty members different opportunities vis-à-vis internationalization at different stages of life and career.

On the question of tenure, participants agreed that it would be very difficult, if not impossible for untenured faculty members to be involved in international learning opportunities for students since this activity is too much of a drain on time and is not well recognized in the tenure and promotion process at most institutions.

I mean for an untenured person to take groups of students abroad that would be tantamount to professional suicide. I would tell them don't do it until you get your tenure.

Participant B

However, it is a different story when it comes to faculty member research. Four out of five participants indicate they collaborate internationally with their research work. One participant acknowledged being involved internationally through his research work early on in his academic career. Due to his discipline, this was a necessity.

I was just the typical academic whose work happened to take him abroad a lot. [Lack of tenure] certainly didn't discourage me.

Participant A

Participant A goes on to suggest that discipline actually plays a more determining part in either facilitating or discouraging faculty member involvement in internationalization than does tenure.

It might have something to do with the nature of the discipline... but I think about [my arts based discipline], and then you think about the scientists... Now they don't see that [international research] as internationalization. They just see it as business as usual....

Participant A

As this faculty member's comment illustrates, international research collaboration for individuals in various disciplines is not an innovation. It's simply a feature of how

quality research is generated. Participant B expresses the significance of its contribution to the internationalization agenda.

You'd be hard pressed to find a faculty member who's not working at an international level at [this university]. I mean that's what our universities do. You present at international conferences. You collaborate with international research groups and maybe you do research in another country. [International research] certainly should be [part of the internationalization picture] because my linkages and my networks when I was hired at [this university]... one of the things I was hired for was my international linkages. That was one of the things that was attractive to the university. I use my international networks all the time. It was a HUGE benefit to [this university].

Participant B

Seniority, tenure and discipline all influence an individual's predisposition towards being involved internationally, but none are absolute determinants. Much depends on the individual's understanding and definition of internationalization as well as their commitment to finding ways to make international opportunities work for them at their particular stage of professional development.

This section has considered the role of faculty members in internationalization from the perspective of faculty member participants in this study. Responses indicate that faculty members are quite keenly aware of their contributions to improving quality of education for students at their university through establishment of international learning opportunities. They also recognize that individual faculty members help to increase institutional reputation abroad through participation in networks, service contribution to international boards, government funded development work, and international recognition of research contributions. Faculty members are also effective in bringing new resources and revenues to their institutions by attracting students and international grants.

Several positional considerations indicate that while seniority, tenure and discipline does have some impact on faculty member ability to participate effectively in internationalization efforts, attitude and determination are likely more important attributes in this regard. Finally, one faculty member has suggested that faculty members who have the positional and attitudinal attributes to make substantial contributions towards internationalization also require an administrative structure and support to facilitate their activities.

There are people like me right, who kind of take the initiative and do it for one reason or the other, right. And then there are the administrators; and the administrators have to get a quick grasp of what is happening and they have to provide the skeleton that encourages people to get out of their shell and do innovative things.

Participant E

Internationalization as a strategic institutional initiative requires a whole-institution approach. Through a coordinated and cooperative effort, both faculty members and administrators can contribute their respective skills and perspectives to develop a road map that is useful and effective for all who need to travel these paths behind them.

### **Institutional supports for internationalization**

The university can't do stuff for us. We have to do it for the university but at the same time if the university doesn't provide an enabling environment for that to happen, it won't happen.

Participant C

How institutional administration develops policies and practices regarding internationalization can be a deciding factor in the success or frustration of faculty member contributions. Faculty member participants have perceived a number of important supports and interventions from their institutions that build an enabling

environment for them to take advantage of international opportunities. Several have already been mentioned in the sections above and are summarized again here.

Granting academic credit and recognition for students who participate in international learning experiences helps to reinforce the academic value of these opportunities within the university. Likewise, recognizing faculty member time and effort in international work through the tenure and promotion system validates the academic merit of this work. For those universities that have not systematized this recognition in the evaluation procedures, honoring faculty investment through awards and special recognition also helps to garner respect and enthusiasm towards achievements internationally.

Adequate resources to support the costs of internationalization are a concern voiced by all participants. This includes supports for students, both incoming international students as well as pre-departure preparation for outgoing Canadian students. A number of participants referenced the availability of seed funding from their institutions for travel towards the establishment of new initiatives. Long term support, however, is an apparent weakness.

Two supports highlighted by faculty members in this study that have not yet been discussed are networking activities between faculty members and administrative assistance through a centralized international office.

Participant B points to the value of having a “go-to place” on campus to coordinate international initiatives between units across the university and provide protocols on agreements and international visitors. The international office is also the place to focus attention on the importance of international work among faculty members,

granting awards and drawing the attention of the university community to notice the opportunities of internationalization. Participant B spoke about the dismantlement of the central international office at her institution as being a significant loss of support that hindered her ability to work to her fullest potential internationally.

Likewise, Participant C indicates that her university's international office has been scaled back to the point where it can only provide minimal supports to faculty members. Consequently, although she has good direction from her university's guiding strategic documents and personal validation through the institution's tenure and promotion policies, she lacks the practical support to offset administrative burdens that accompany international work. Offsetting administrative burden is a support that Participant A's university is intentionally trying to address as a way to encourage more faculty members to participate internationally.

Both Participant B and Participant D draw attention to the role of a central international office in creating opportunities for internationally engaged faculty members to meet each other, share experiences and develop a sense of best practices for international work. This is one of the most helpful ways they feel supported in their international efforts, through interaction with like-minded peers in other disciplines.

One of the nicest things that is starting to happen at [my university] is just bringing people together from different faculty and physically getting together. Just having sessions that draw people in and then allowing the time—like a World Café—just the networking and that you find each other and somebody in pharmacy is struggling with the same problem that you've been dealing with and [now you're] not feeling all alone... just that not struggling on your own and making connections and problem solving.

Participant D

About seven or eight years ago we had an International Education Council on campus and it had representatives from all of the faculties. Every dean

either went or designated someone to go and I was designated to go. That actually was extremely interesting to me because that's where I got an inkling what it looks like in education, and in social work and in engineering and in business management... was where I got this feeling that it looked different over there than it looked in the arts.

Participant B

Central administrators may also impose requests, policies and regulations on the international work of faculty members that are not perceived to be helpful and in some cases actually become the impediment to the progress of international work. The gulf between administrative and academic interests and priorities is evident to faculty member participants' comments. Even when the administrative effort is specifically focused on improving and promoting internationalization, problems can occur.

One of the heads of the International Centre at one point wanted to try to measure [internationalization] so he tried to get the faculties to write documents about how they internationalize. They had a great deal of difficulty trying to get the faculties to this. The faculty members totally resisted. At least in [my faculty] there was a huge resistance to that because the faculty members seemed to be thinking, well, you're trying to quantify something that's a quality. It is not a quantity.

Participant B

Three participants describe and procedures that govern their university operations which they suggest have been constructed from an ethnocentric perspective and which have proven to be irrelevant or even detrimental in an international context. These participants point to policies that have been implemented specifically to help mitigate the risk involved with working internationally as an impediment to the faculty member's international work.

Everything was set up for Canadian business practices, [which] may be totally irrelevant internationally.

Participant A



I had an email one day when I was leaving for Nigeria about a year and a half ago saying you are not authorized to go to Nigeria because it's a non-travel place for DFAIT. [My university] had made this ridiculous policy saying that we're only going to send faculty to wherever DFAIT says it's safe. Well if that's the case we're not going anywhere. That kind of regulatory involvement at the university is very useless. That's not a good involvement. What they're doing is covering themselves for liability.

Participant C

There is a policy at the university, which says that you will never travel by a 15 [person] bus. Oh come on! When you're in the middle of nowhere and there's only one bus available and it's a 15-seater what are you going to do? Walk? You know the rules are made I have no idea who wrote those rules.

Participant E

Participant B describes the divide between what constitutes support and what is actually perceived as an impediment on the part of faculty members a disconnection between faculty members and institutional administration.

Some of the people that ran the International Centre (when it was going) were very strong academics and they were trying really hard to reduce that gulf.

Participant B

In summary, participant responses indicate that faculty members feel best supported through administrative and financing assistance from centralized support offices, and through networking opportunities that provide feedback from their peers. Several faculty members also expressed concern that some of the most frustrating impediments to their international work come from within the institution, in the form of bureaucratic policies that are irrelevant in international contexts.

### **Internationalization impact on faculty members**

When asked to provide opinions on how internationalization has changed Canadian universities and the experiences of faculty members, study participants are

somewhat ambivalent. Several faculty members commented that they do not feel that internationalization has produced much change for them personally. Other factors, they feel, have had a much greater impact.

To be absolutely honest, I'm not sure that [internationalization] has [changed my experience as a professor]. There's been a hell of a lot of other changes around here that have impacted me more... you know, class sizes have gotten bigger and we've become more dependent on part-time faculty.

Participant A

I think in various ways you know that some will roll their eyeballs and just think this is the new thing right. I don't even know the whole internationalization strategy in and of itself is a good one. I think it just really needs some accountability, some clear definitions, some philosophical underpinnings about what is supported and how you know so that they're not just one-off things that don't have enduring impact.

Participant D

One faculty member does not think that internationalization is changing what professors do, only shining a spotlight on the international work that they've been doing all along.

I think internationalization... I don't know if it's more important for our professors 'cause I think so many professors are already doing international stuff. I don't see that necessarily growing. I think it needs to be more recognized.

Participant B

One change that several faculty members did note was the increasing numbers of international students on Canadian campuses. In some cases, this can elicit a negative response from faculty, especially in programs which attract a higher proportion of the international student body.

I think [international students] impact faculty... I mean at [this university], as I suspect in most places, the international students tend to cluster in a relatively small number of programs. Generally at [this university] if it's anything that sounds or looks like computers or business or economics... or engineering... if you get a significant percentage of students who are

not native speakers in English, I've heard people complain about the impact on the classroom.

Participant A

Some faculty members, recognizing the economic value that international students bring to their units, have begun to change their attitude towards them.

In the last four or five years [the faculty has begun to take in more fee paying international students] when the money started to become stringent. In the beginning I was here and the argument used to be totally opposite to internationalization and when the money fell short they changed their argument.

Participant E

The influx of students from different cultural backgrounds and different languages has had significant impact on how faculty members are required to teach their classes.

You have to teach to the class, right. And when [international students] are in the class you have to adapt to it. You can't, you can't just say 'hey, I'm going teach to this segment [only]'. You basically adjust to what you have. There are some people who will say this, that and the other, but we have a feedback system so the students do get to appraise the professor and their teaching.

Participant E

One faculty member has perceived an increasing demand from Canadian students who want and need an international experience as part of their degree programs.

Having international student academic experiences—not the student tourist experience—is more important every day. So I think that we need to pay lots of attention to the way academically these programs are put together. Because I think students don't really understand what internationalization is. They think that where they stand globally is similar to where other people stand... maybe. It's very important for Canadians because unlike Europe and other parts of the world where you can go from country to country in a couple of hours drive, we can't so it becomes almost, well, a little bit paradoxical. We think we're international and we talk about international all the time, but we're participating internationally in a very limited way so I think it's more and more important for students to see that close up.

Participant B

As her university engages in more partnerships with universities around the world to facilitate student exchanges and other learning experiences, one faculty member participant has noticed that academic standards in foreign institutions are coming in line with Canadian standards.

We have lots of exchange agreements now. We're trying to get our students to go away for a semester of study at an international institution. And the reason that's possible now is because the academic standards of many [foreign] universities match our academic standards. That our university [now] recognizes the course credits from those universities and that was not true before.

Participant B

One faculty member participant notes a distinct decline for research and development funding from the Canadian government, which she feels is short-sighted in light of increasing demand for Canadian knowledge products abroad.

The universities in Canada don't understand that demand happens globally for our knowledge products and the Government of Canada doesn't have a really clear view of that. ... [Large government funded projects for international development work] don't happen anymore. That all got cut off with the university partnership programs that happened in the 70's and 80's that got African people trained at [my university] or sent faculty on sabbatical years to Africa. That's all been cut.

Participant C

Change has also begun to happen structurally within Canadian universities that are focused on internationalization. Participant A notes the creation of a senior administration position to oversee, coordinate and validate internationalization at the highest levels of university leadership. He also observes changes at the unit level as faculty units are appointing international responsibilities to an associate dean who can give leadership to internationalization efforts within the unit.

I think it's starting to [change as a result of internationalization]. I mean what I said before now about all the faculties having someone in charge of international.

Participant A

With increasing coordination and supervision of international activities within the university, one faculty member sees tremendous change beginning to take place with increasing controls, reporting and monitoring of faculty member international work. In particular, she sees increasing centralized control over risk management that imposes restrictions on faculty mobility abroad and additional administrative control over research ethics reviews.

Some of the changes going on are around liability and risk management big, big, big, big, big, huge. And a fixed ethics review... but ethics is partly related to the risk management too. So that's a big area totally influencing our research work.

Participant C

In future years the faculty members participating in this study expect to see more change as internationalization becomes more commonly understood and globalization continues to influence university practices. Participant A anticipates change in the increasing use of technology to mediate international links, partnerships, and program activities. Participant B, whose university does not currently include international initiatives in tenure and promotion procedures, feels that this must be included in the future if faculty members are expected to be part of internationalization efforts.

Participant A is doubtful whether university administrations will brave the many risks of moving quickly into the more innovative avenues of internationalization, such as increasing their physical presence in a foreign country, but Participant E thinks that Canadian branch campuses abroad is a near certainty.

[Canadian universities] will try to have international campuses and they will have a difficulty in adding staff. So staff will be become an issue. And then, how do you ensure the quality in a remote place? That will become an issue. I think this is basically how I see international involvement will increase. There is absolutely no doubt in my mind.

Participant E

Participants A and D both express in fairly certain terms their expectation that international students will continue to come to Canada and Canadian universities will continue to rely on foreign student tuition revenues. Participant D sees that the continued and increasing cultural mix on Canadian campuses and in Canadian classrooms will emphasize the need for faculty members to go through the hard work of developing intercultural sensitivity. This process may require the support and facilitation of others—faculty member peers and administrative staff—to guide a meaningful process of dialogue, debate and reflection. She insightfully describes it this way:

Our classrooms are more cross-cultural... that's a good thing. So, changes I'm expecting... I'm very hopeful for [my university] because there is this group of very committed individuals-- [a faculty led special focus group facilitating global citizenship dialogue on campus]. [This group] will ensure there will be that the hard and difficult questions [will be asked] and that the discussions will take place. You know there will be dialogue and there will be clarity asked on definitions and those kind of things to make sure that it is not just a marketing strategy. Or a rhetoric. If you don't have that voice I worry that (sigh) it just can open up a new way to spend money and perhaps not move purposefully or mindfully. Hmm. Yeah.

Participant D

Participant A suggests that change is slow in coming to Canadian institutions, but the group of faculty member participants has noted a number of significant differences at their institutions within recent memory. Increasing numbers of international students are requiring faculty members to teach differently, with new cultural aptitude and application. Canadian students are waking up to a world that is becoming increasingly

important to them and need to understand their place in it. Faculty members who have long contributed to the development of communities in the global south are frustrated by increasing demand while faced with declining resources from the Canadian government. It may well be true, as Participant D notes that “some will feel imposed that they have to do things differently,” but even the resisters may not have a choice. Whether or not universities develop an internationalization strategy, faculty members need to adapt to a changing globalized environment in higher education.

### ***Document Analysis: Institutional positions on internationalization***

Strategic documents that cast vision lay out priorities and provide a framework for the programs and initiatives within the institution are often written at a level of rhetoric detached from the daily experience of individual faculty members. They are, however, an attempt to put into words the very heart of what matters most, in the most diffused sense possible, to the whole of the university community. If, as the AUCC study noted earlier suggests, Canadian universities have truly begun to make internationalization a top priority, it seems logical to expect that internationalization language would appear in top level strategic documents (AUCC, 2008b). Consequently, I have singled out two such documents from each of six university web sites and examined their references to ‘international, global and (inter/multi)cultural’ to obtain an understanding of the institutional perspective of internationalization.

The six universities that I have chosen for the document analysis include the institutions at which the participating faculty members are employed plus one additional institution to obscure participant identity. In total, I have included three western and three central English speaking Canadian universities, all of which are classified as either

a medical-doctoral or a comprehensive university (Orton, 2009). Selected universities are identified only by a numeric value to protect participant identity. However, all documents consulted in the analysis are listed in the bibliography.

The document analysis addresses two of the three core research questions: how is internationalization understood and what are the institutional rationales for engaging in internationalization? The third question regarding how faculty members influence and are impacted by institutional internationalization is not addressed through the document analysis. Further research to examine faculty roles from an institutional perspective, perhaps through an analysis of collective agreements between universities and their faculty associations, would be most welcome. Additionally, an examination of faculty member evaluation procedures as well as tenure and promotion policies would be useful contributions to this discussion.

Strategic documents were selected based on their availability from the web sites of the institution's senior administration (president or provost) and their purpose to cast vision for current and future development, rather than reporting on past activity. Comprising this list of twelve documents are five strategic plans, three academic plans, two provost white papers, one strategic research plan, and one business plan. Additionally, university mission statements, if not present in the strategic documents selected, were noted and added to the strategic document word search.

One institution was noted to have a strategic foundational document that outlined a specific and comprehensive internationalization plan. This plan was also reviewed, but was not included in the final analysis as it did not fall into the same category as the other documents according to Childress' (2009) typology. While this document presented



very interesting and relevant perspectives on internationalization, its singular focus on internationalization meant that it was more suitable to the second category of Childress' typology, that of 'Distinct Document.' Since I limited my research to the first category of Childress' typology and examined only documents that could be described as 'Institutional Strategic Plans, this document did not meet my research criteria and was therefore omitted from the findings and results.

High level strategic documents provided a good basis for observing institutional internationalization positions, but were relatively silent on producing a specific, coherent definition of internationalization as a phenomenon within the institution. Consequently, it was necessary to conduct a wider search to gain a sense of how internationalization might be broadly understood or communicated within the university. A general word search for the term 'internationalization' on the university web site was found to produce the most useful results in this respect. This search did not always lead to a senior administrative or comprehensive site. Most often, a definition was included on the international office's web site, though some other units such as the institutional planning office or teaching resource support office also emerged with posted definitions.

### **Understanding internationalization within the institution**

In a search for how 'internationalization' might be defined within the institution, statements were excerpted from web pages and web sites and read with a view to understand its overall emphasis. This necessarily introduces an element of subjectivity, but I have attempted to bring balance to this analysis by relating my findings to definitions found in the literature. Most institutional statements obtained through this web search seemed to accept that 'internationalization' is a commonly understood term

that does not require an explicit definition. ‘Internationalization’ may be used interchangeably with ‘international education’ or ‘international activities’, implying that any objective or activity that is international in scope is subsumed within the concept.

The multiple ways in which this term is represented on the different institutional web sites illustrates that institutions, like the faculty members interviewed earlier, also struggle to define the phenomena of internationalization. University 2 notes in one institutional document an evolution of common understanding of internationalization from a previously narrow association with international student recruitment to a current broader understanding of a wider range of international activities within the university.

One university web site was found to provide a distinct definition for internationalization. The definition provided by University 5 clearly describes internationalization as an institutional response to globalization, resonating with Coelen’s (2008) definition posed to the interview participants.

Some elements appeared repetitively on all or most of the sites searched, forming the basis for some common understanding of internationalization. All six institutional web sites acknowledged the broad reach of internationalization to encompass all academic priorities of the institution highlighting teaching, but including research and service as well. Different institutions also tended to agree on a common list of international activities through which internationalization is carried out and which are often used to define the term. This list includes international learning experiences for students, international research and development collaboration for faculty members, institutional partnerships and a connection between local and global concerns.

Beyond this, universities demonstrated a number of unique understandings of internationalization that demonstrate differing perspectives. University 1 emphasized an understanding of internationalization as a tool to gain institutional recognition and status on the world stage. University 2 also stresses a competitive association with internationalization, delving into global ranking schemes and promoting ways to build institutional structures in order to increase internationalization activities and outputs. University 3 takes a different approach, placing the development of global perspectives and cultural sensitivity at the root of internationalization. Helping students to gain the international competences required for a global workforce is a key concern for University 4, while it also relates internationalization with achieving status and leadership recognition abroad. University 5 first establishes that internationalization is grounded in the academic pursuit of the institution and then identifies basic tools for promoting internationalization through languages, international experience and broad-based administrative supports. Finally, University 6 highlights the transformative nature of internationalization, suggesting it is integrally connected with the cultural diversity of wider Canadian society.

The brief overview of how internationalization is presented generally within the six institutional web sites gives a quick impression of how this term is understood within the university communities. However, these generalizations cannot be taken as definitive institutional statements as the references have not been produced as representative of an institutional position. In the next section, I consider statements related to internationalization which indicate institutional rationales for engaging in the process. These statements have been excerpted from strategic institutional documents, which

provide a recognized institutional position that has been authorized by institutional governing authorities.

### **Rationales for internationalization in the institution**

Using the categories of institutional rationales suggested by de Wit (2002), strategic documents of six universities have been searched for references to the key terms associated with internationalization in Knight's (2004) definition of the term: international, global and (inter/multi)cultural. The classifications of academic, political, social-cultural and economic have been further explained by de Wit to include a number of subcategories. de Wit (2002) acknowledges that overlap exists between these categories, making the categorization process a subjective exercise in some cases. When references contain a strong overlap between categories that they may be listed twice, once in each (e.g. global citizenship might relate both to political rationales for peace building and mutual understanding as well as social-cultural rationales for understanding and transmission of multiple perspectives). To the best extent possible, categorization decisions have been made based on the strongest voice of intended meaning, given the context of the statement.

To illustrate the decision making process used in separating document statements into the internationalization rationale framework, several examples are recorded below. The identified word in each excerpt is noted by underlining.

**Table 6 Sample categorization of document statements indicating internationalization rationales**

<b>Rationale framework category</b>	<b>Subcategory</b>	<b>Document statement</b>
Academic	Providing an international dimension to teaching and research	<p>“Support new academic programs with a <u>global</u> perspective.”</p> <p>“Community service learning, cooperative and internship placements, and <u>international</u> exchanges all provide experiential learning opportunities to complement students’ classroom experiences.”</p>
	Institution building	<p>“Much has been accomplished in the domain of <u>internationalization</u> ... These achievements include the creation of a dedicated [senior administration position] portfolio, joint programs with universities outside of Canada, a blossoming of exchanges, curriculum development throughout the university, and summer internships. There is a firm consensus around the desirability of expanding the concept and encouraging local, concrete expressions.”</p>
	Profile and status	<p>“[This university] will become Canada’s most <u>internationalized</u> and, therefore, <u>internationally</u> best-known university”</p>
	Advance quality of teaching & research	<p>“In approving the [strategic document], the university’s two governing bodies gave direction, clearly and unequivocally: pursue <u>global</u> excellence.”</p> <p>“Over the next decade, there will be an annual systematic increase in our <u>international</u> peer reviewed performance in research and creative work, including efforts to secure externally funded research.”</p>
	International standards	<p>“[This university] will be known for its adherence to <u>international</u> standards in all its activities.”</p>
Political	Foreign policy	<p>“Our city, province and country provide a context for our future directions at [this university], as does our position in the <u>international</u> context.”</p>
	Peace building and mutual understanding	<p>“As graduates of an <u>internationally-</u> focused institution, their commitment to engagement should encompass the contributions and responsibilities of <u>global</u> citizens.”</p>

	Technical / consulting assistance	“Our professors serve as advisors at all orders of government, nationally and <u>internationally</u> ”
	National/provincial identity	“Build strong partnerships with the capital region ... other urban and rural [provincial] communities, and all orders of government to fulfill our responsibility as [this province’s] university, a leader on the national stage with <u>global</u> connections.”
Social-cultural	Promoting multiple worldviews	“Celebrate our <u>cultural</u> diversity by improving our <u>cultural</u> sensitivity and <u>cultural</u> literacy.”  “We must be prepared to interact in positive ways with other <u>cultures</u> and <u>global</u> issues.”
	Personal intercultural development	“For example, the option of <u>internationalizing</u> educational experiences through study abroad will enhance our students’ adaptability, independence, <u>cultural</u> awareness”
	Broaden perspectives	“[This university] has had since its beginnings an unusually high level of involvement in <u>international</u> activities, particularly with respect to applied research and development. The moral imperative that such challenges present to the university was... the need to foster greater understanding of <u>international</u> and <u>global</u> issues.”
Economic	Growth & competitiveness	“Half a century later a very different circumstance, <u>global</u> competition, is informing how [this university] needs to direct its energies. To compete successfully in the <u>global</u> arena, excellence is a sine qua non.”
	Education for labour market demand	“Society expects us to graduate students who will be successful in a rapidly changing <u>global</u> Society.”
	Meet educational demand from international students	“To be competitive, [this university] will achieve the following goals in attracting top undergraduate students from Canada and abroad: increase the <u>international</u> undergraduate student population to 20% of the total; establish 25 <u>International</u> Entrance Scholarships”

A table of collective totals of document references for all categories shows that academic rationales are given nearly twice as often as the next most prevalent rationale.

**Table 7 Collective totals of institutional rationales**

	Academic	Political	Social-Cultural	Economic
Collective total	98	52	45	32

Subcategories within the academic sphere, according to de Wit (2002) include:

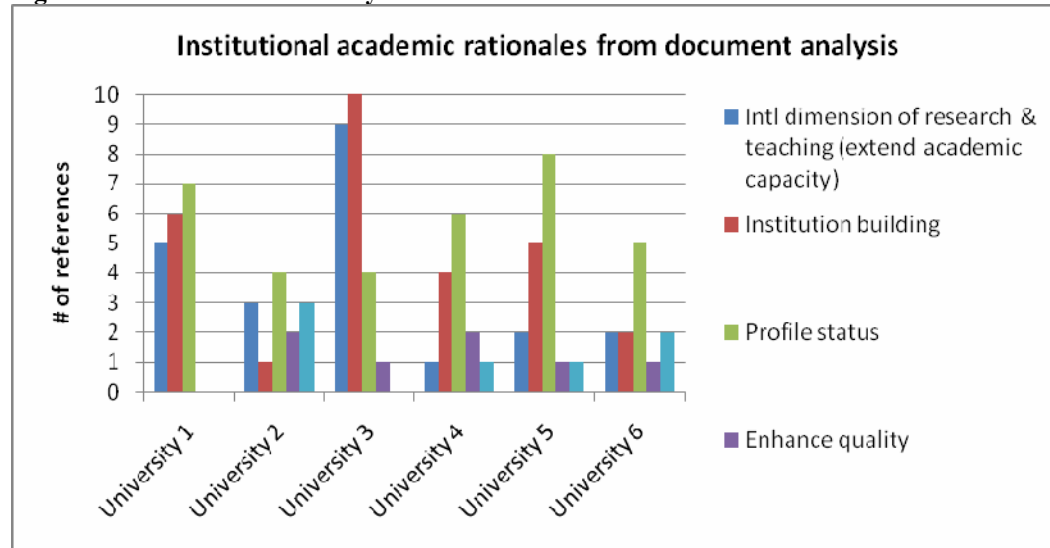
i) providing an international dimension to research and teaching; ii) extension of the academic horizon through the inclusion of international experiences in teaching; iii) institution building through the adoption of structures and activities that strengthen international initiatives; iv) profile and status through participation in international rankings and highly visible networks; v) enhancement of quality in both education and research; vi) adopting international standards as measures of quality assurance (de Wit, 2002, pp. 95-99). Given the close association between rationales (i) and (ii) above, this study has combined these two subcategories into one, leaving a range of five academic subcategories.

Looking at the collective totals between the six universities, profile and status emerge as the dominant rationales within the academic category (34 references), followed by institution building (28 references) and the extension of teaching and research to include international initiatives (22 references). Enhancement of quality in teaching and research along with application of international standards for quality assurance are a distant fourth and fifth with seven references apiece.

Variations between institutions within the group paint a more nuanced and telling picture. While profile and status proved to be the strongest academic rationale for five of the institutions, one institution (University 3) was heavily weighted towards institution

building and extending academic capacity in international teaching and research. Figure 7 below demonstrates the differences in academic rationales between the institutions.

**Figure 7 Academic rationales by institution**



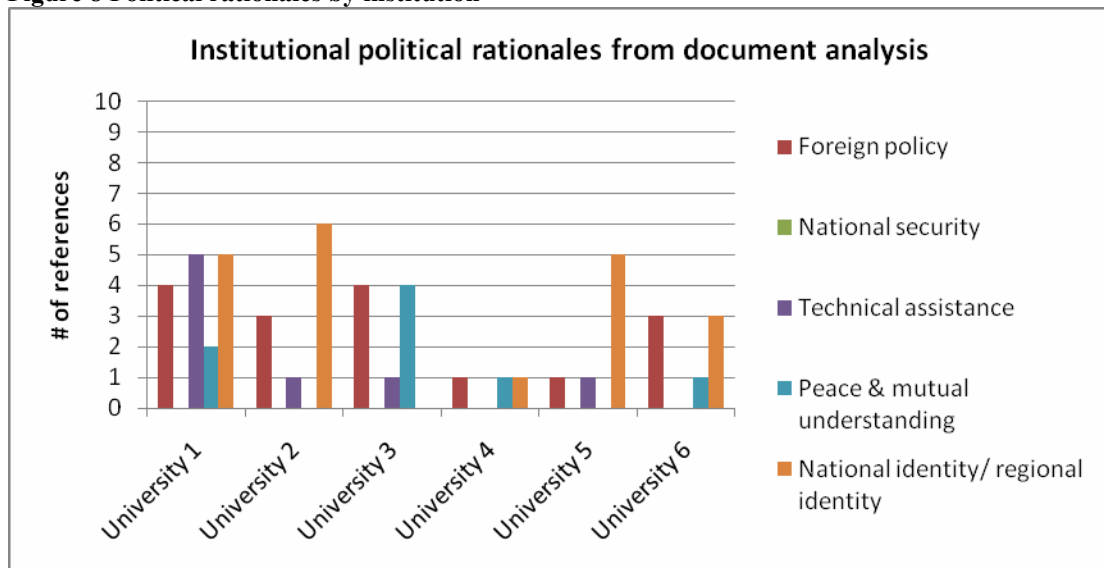
Foreign policy may seem a grand aspiration for educational institutions, but it is a logical anchor for many institutional strategic plans. While the relationship between government and post-secondary institutions in Canada is not nearly as close as in some other regions of the world, institutions are nevertheless granted their educational mandates from their respective provincial jurisdictions and have a measure of accountability to the interests of their local populations. Consequently, de Wit (2002) observes that institutional intentions to establish foreign linkages to foster relations between communities at home and abroad are essentially proponents of foreign policy under a political rationale. Other political rationales that he puts forward include national security, through which understanding of other countries directly targets regions of national interest; technical assistance, through which faculty members may, with financial assistance from the Canadian government, lend their expertise to community development abroad; peace building and mutual understanding, through which



universities might help facilitate a sense of global citizenship and responsibility towards peaceful coexistence with multiple cultural paradigms; and, national and regional identity, through which universities facilitate an understanding of their province's and their country's place in the world (de Wit, 2002, pp. 85-99).

The distribution of different political rationales presented by institutional documents continues to show differentiation in institutional rationales for internationalization. Collectively, the strongest political rationale is the association between the university and their provincial and national identity (20 references). Nearly as strong is the institutional contribution towards foreign policy (16 references). More distantly, universities provided references to technical assistance and peace building and mutual understanding at eight apiece. Once again, University 3 stands out from the others, giving no references to national/regional identity, but rather being primarily concerned with foreign policy and fostering peace and mutual understanding (4 references each). Figure 8 provides the overview of institutional document references.

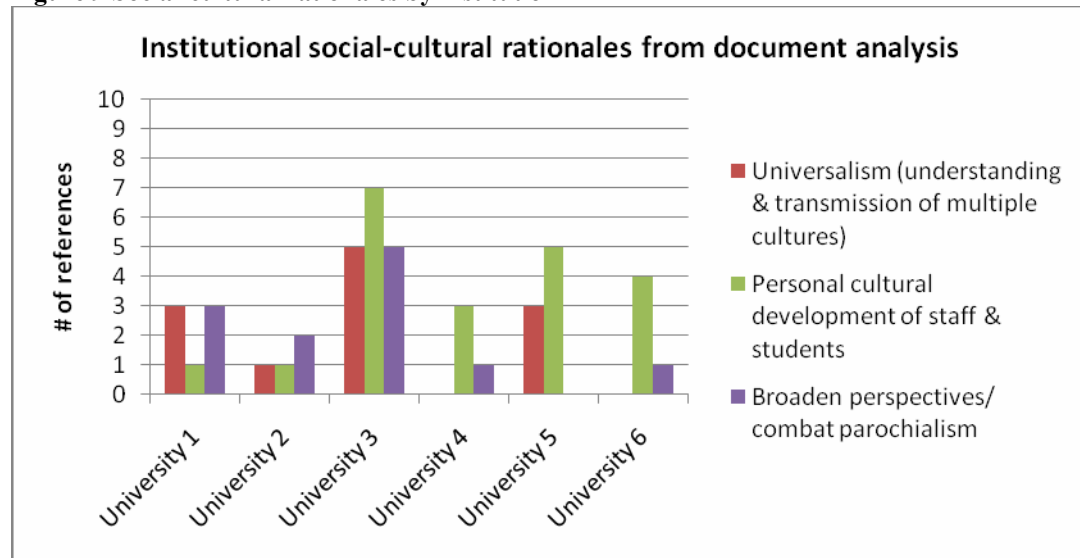
**Figure 8 Political rationales by institution**



Social-cultural rationales are, according to de Wit (2002), distinguished by several important features. Social rationales are primarily concerned with the well-being of people and may include personal development as well as groupings of individuals. In terms of internationalization, the social rationale emphasizes the growth and development of students and faculty members in terms of their awareness of different cultures and their ability to function effectively, without bigotry and narrow-mindedness in different cultural contexts. This rationale fundamentally addresses the need for intercultural sensitivity development proposed by Bennett (1993). In a societal sense, universities may be able to combat parochialism by facilitating a broadening of perspectives of the world. Cultural rationales, de Wit (2002) suggests, are closely aligned with political rationales of identity that promote an awareness of our own national culture in the context of a global milieu of multiple cultures. These rationales are integral to the “universalism” of knowledge, from which universities have been formed (de Wit, 2002, pp. 92-95).

Social-cultural rationales towards the personal development of staff and students are by far the strongest voice in this set of data. References to personal development (21 references) nearly double that of universalism (12 references) and broadening perspectives (12 references). In the social-cultural category, University 3 dominates the data set (17 out of 45 responses). Also, in looking at the distribution of references, it is interesting to note that Universities 1 and 2 place less emphasis on personal development than on broadening societal perspectives or universalism, while the remaining four universities clearly place a stronger emphasis on personal development and less on the other areas. Figure 9 below illustrates this.

**Figure 9 Social-cultural rationales by institution**



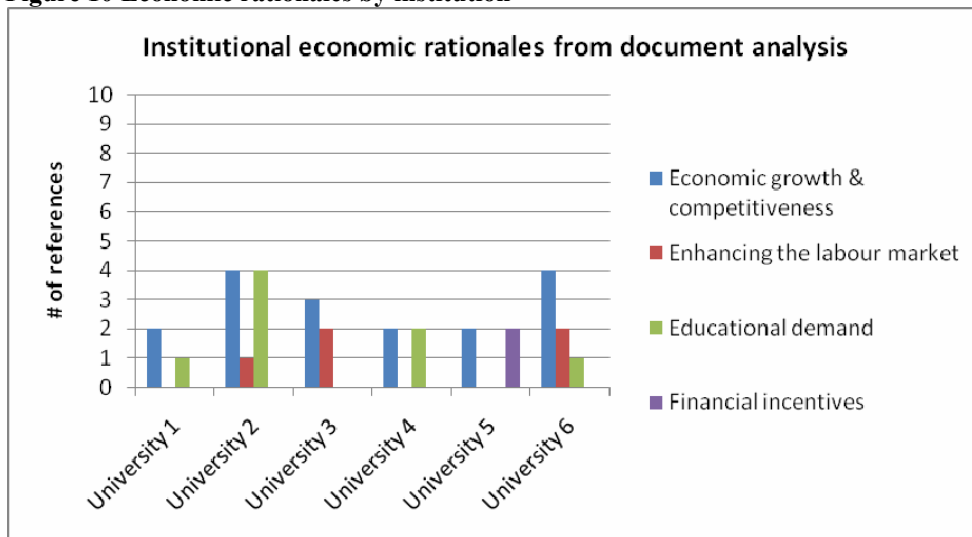
The final category of internationalization rationale, according to de Wit (2002), is that of economic incentives for institutions. Within this category there are once again a number of distinguishable variations that help to generate a nuanced set of data.

Economic growth and competitiveness relates to the university's role as generators of growth in a global knowledge economy. Closely linked to this is the university's role in educating students for a global economy, acquiring the skills and competences that serve them effectively in foreign as well as local markets. Meeting educational demand from international students is a way for institutions to increase tuition revenue as well as diversify their campuses. Finally, direct financial incentives are being posed to institutions through foreign governments, industry, agencies and the like to extend their reach into other countries (de Wit, 2002, pp. 89-92).

Economic growth and competitiveness is the clear winner in the collective tally between the different subcategories. In this case, all universities contributed nearly an equal number of references (2-4 references per institution). Aside from this, University 2

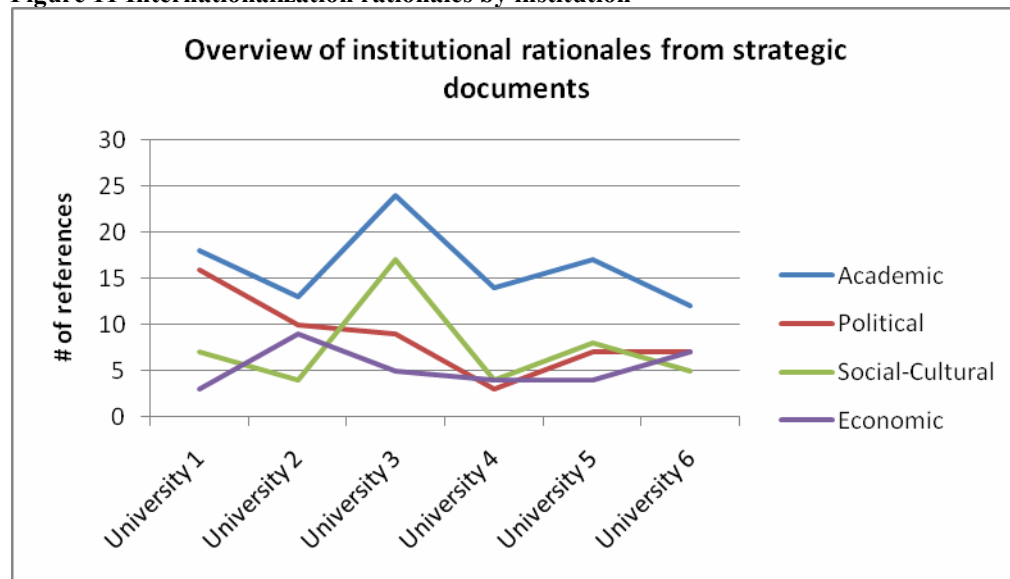
also contributes a significant number of references in the area of international student recruitment and educational demand, emerging within the list as the institution with the strongest economic focus in its rationales for internationalization (total of 9 out of 32 references). Figure 10 below illustrates the distribution.

**Figure 10 Economic rationales by institution**



The strategic documents analyzed through the internationalization rationale framework give a picture of substantial institutional priority being placed in areas aligned with the definition of internationalization noted from university web sites. As noted by faculty member interview participants in this study, as well as by the AUCC (2008b), there is no doubt that Canadian universities have begun to see internationalization as a significant institutional priority. Differing rationales exist between institutions, however, as illustrated in an overview of all institutional references in Figure 11 below.

**Figure 11 Internationalization rationales by institution**



The graph of institutional references to internationalization illustrates the dominance of academic rationales for all universities in this study, although as previously noted, significant differences exist in the subcategories of academic rationales. Five universities have emphasized status and reputation within the academic category, the exception being University 3, which highlights institution building and the international dimension of teaching and research. Beyond this, a number of important observations could be made between institutions as they appear in relation to the rest of the participants. University 1 is the most politically minded institution, relative to the others. Its frequent references to foreign policy, technical assistance and national identity concerns are such that its political and academic rationales are nearly equal.

Relative to the other institutions, University 2 places the greatest emphasis on economic rationales. An emphasis on growth and competitiveness as well as meeting the educational demand of foreign students captures the majority of economic references in University 2's strategic documents.

University 3, as noted earlier, makes more frequent references in relation to other universities towards both academic as well as social-cultural rationales. References to social-cultural rationales for University 3 (17 references) more than double those of the university with the next highest level of references in this category, University 5 with 8.

Universities 4, 5 and 6 all exhibit very similar rationales for internationalization. Political, social-cultural and economic motivators appear at almost equal levels for all three institutions, with academic rationales remaining dominant for all.

### **Institutional positions in internationalization: Summary**

This analysis of strategic institutional documents and web sites, which reference the international goals and intentions of six Canadian universities, has highlighted a number of commonalities and divergences in the internationalization of higher education in this country. The findings of my analysis of university strategic documents suggest that these six Canadian universities see internationalization as an academic enterprise, based on institutional programs and initiatives. It is driven by a number of different academic rationales, the most common of which is to increase profile and status among peer institutions around the globe. Political rationales also give impetus to internationalization as these institutions, which serve their local communities first and foremost, seek to lead their societies in an era of globalization. Social and cultural development of those within the university community is a rationale expressed mildly by some and strongly by others. Economic need at home also drives institutions to accept the opportunities and the risk of new revenue from abroad, but this rationale is the least mentioned reference.

In the following chapter these institutional rationales for internationalization are compared with the individual motivations noted through the participant interview process. The question that emerges from this comparison is whether institutional rationales such as global excellence and reputation can engage and motivate individuals within the university community, particularly faculty members. The internationalization map across the prairie expanse of globalization may describe a number of pathways, but if the destination is not compelling for individual travelers, who will use it? This study concludes with a discussion arising from the experiences of five Canadian faculty members as they engage internationally within their unique institutional contexts.

## Chapter 5 Discussion, Conclusions and Recommendations

Whatever else prairie is—grass, sky, wind—it is most of all a paradigm of infinity, a clearing full of many things except boundaries, and its power comes from its apparent limitlessness; there is no such thing as a small prairie any more than there is a little ocean, and the consequence of both is this challenge: try to take yourself seriously out here, you bipedal plodder, you complacent cartoon. (Least Heat-Moon, 1991, p. 82)

The phenomenon of internationalization, as perceived in both the interviews with faculty members and institutional documents, elicits significant levels of passion in some, pragmatic utilitarianism in others and grudging acceptance in the rest. There is little to indicate that it is a concept that is or should be ignored. My analogy with the Canadian prairie tries to capture the concept of internationalization as being “full of many things except boundaries,” as American author, William Least Heat-Moon (1991), has poetically written. There are those within Canadian higher education institutions that may respond to internationalization the way that some respond to the prairie: some envision its boundless freedom, some regard its fertility for profit, and others see it as a rather large tract to endure while en route to more interesting environments.

My research into the faculty member experience, which tries to understand how this stakeholder group engages in internationalization and what draws them into it, brings to mind images of the traveler in Least Heat-Moon’s (1991) prose above. As faculty members contemplate the possibilities of internationalization do they see an incomprehensible and unattractive expanse that causes them to turn away, or do they understand and even welcome its possibilities? With the range of perspectives being as varied as the individuals themselves, the challenge to define a faculty member perspective towards internationalization seems improbable at best.



However, with the help of others, such as van der Wende (1999), we understand that how a traveler perceives the prairie might depend on her needs, goals and values. It is also likely to depend on the resources she brings with her and whether she has developed the skills to work effectively in this environment. If she is able to find substance, rather than emptiness, in the prairie, she has reason to engage the journey.

In this final chapter, I discuss how the findings of my research together with the literature discussed earlier highlight some of the needs and values that form the motivations which draw faculty members into the internationalization process. I begin with a review of how globalization is impacting the experience of faculty members in their professional and personal environments, which helps to shape their understanding of the phenomenon of internationalization. Then, returning to de Wit's (2002) rationale framework, I discuss comparisons between the rationales expressed by interview participants from the phenomenological study and the institutional positions on internationalization from the document analysis. These comparisons help to point out distinctive rationales for why internationalization is important and valuable, and from this illustrate how the values that form the basis for rationales indicate points of convergence and divergence in faculty member engagement in the institutional internationalization process.

From van der Wende's (1999) application of innovative change theory to the institutional internationalization process, I draw some observations of how the divergences and commonalities from the rationale framework analyses point to the 'diffusion' influences between faculty members and institutional administration. Points

of common values towards internationalization combined with pursuit of common needs indicate highest levels of engagement in the internationalization process.

The literature also guides my discussion of the internationalization process at the individual level, through which faculty members are able to gain the intercultural competencies to effectively engage and participate in the institutional internationalization process. In particular, as Sanderson (2008) has pointed out, faculty members need to engage and understand multiple worldviews, in order teach and pursue knowledge authentically in a culturally diverse educational environment. Bennett (1993) and Shauls (2007) provide an understanding of how this need is met, while Mezirow (1991, 1997) and Cranton (2006) help to describe the transformative learning process required.

My discussion concludes with a recounting of observations and comments made by faculty member participants concerning how they understand faculty members to influence institutional internationalization efforts and how they perceive institutional efforts impact them. Final recommendations are provided to offer suggestions for any who wish to apply my conclusions to the internationalization goals of their own institution or who wish to follow up with additional research.

### ***Exploring the impact of globalization***

In spite of the suspicious treatment that the majority of faculty members participating in the phenomenological portion of this study give to the term ‘globalization,’ their responses to the interview questions demonstrate their clear awareness of its impact on their professional experience. The dynamics of globalization, massification, commodification, mobilization and integration, are certainly at play in each participant’s environment. When asked how internationalization has impacted their

experience within the university, participants' responses are ambivalent. It seems that 'internationalization,' as they understand it, does not change their experience to a significant degree—at least not as much, according to Participant A, as other things.

Among these other influencers, participants note growing class sizes due to the tremendous influx of students from many different countries and language groups. These observations from study participants closely reflect the globalization trends highlighted in the literature review of a significantly mobilized global student population, the growing demand for higher education in emerging foreign economies and the pursuit of educational qualifications abroad, particularly in OECD countries such as Canada.

This influx of students is impacting classroom dynamics and requiring faculty members to adjust their curriculum teaching and delivery to be effective in a multicultural learning environment. Some participants have noted resistance towards this change among their peers and colleagues. However, all participants recognize that international student populations in Canada are likely to continue to grow, making it necessary for the most reluctant faculty members to face and address the need for change in their teaching and learning responsibilities.

At least one participant, Participant D, recognizes this impact of globalization as an opportunity for more faculty members in her institution to pursue personal development of intercultural sensitivity skills. This process of personal development would, Participant D maintains, require careful facilitation from others with an expertise in this area to ensure a thoughtful and positive developmental process, not unlike the faculty developmental process proposed by Schuerholz-Lehr (2007), Odgers (2006) and others.

Participant B highlights the need that Canadian students have to obtain a greater global awareness through international learning experiences. This echoes the suggestions of authors such as Olsen (2001), McCabe (2001) and Wiers-Jenssen (2008) that students require a global competence skill set to be adequately prepared for today's globalized workforce. The short-term mobility of Canadian students going abroad is often facilitated through institutional student exchange agreements, which Participant B notes, are growing in number and geographical dispersion. The mobility of students between institutions in different countries and different academic systems requires a common understanding of course requirements to transfer credits. Participant B notes that her institution is granting more recognition for credits earned abroad, an excellent example of the global trends towards integration and standardization of university systems discussed in the literature review.

The effects of globalization on changes to faculty member research and service are also referenced by interview participants. Participant B notes that increasing attention is falling on faculty members' international work, that her reputation as a researcher directly contributes to her institution's reputation abroad and her ability to attract international graduate students and external research grants are significant components of her institution's international objectives.

Participant C describes with frustration the declining funds nationally for her international work, exacerbated by increasing foreign demand for her expertise. These observations reflect those of Shute (1999), who documents the funding decline in this country over the last several decades. Participant B notes a more systemic impediment that prevents recognition of her published research work abroad in journals and languages

that do not fit the measures of research quality within Canada. This experience corroborates Vessuri's (2008) contention that research funding and resources are asymmetrically balanced to favour developed nations, an effect of globalization that limits faculty members conducting research abroad and ignites a moral struggle between social responsibility abroad and systemic norms at home.

The participant observations above indicate that in spite of a reticence to acknowledge it, this group of faculty members very much feels the effects of globalization in their higher education environments. These experiences are in keeping with the studies noted earlier and present a cohesive base for further developing a discussion of rationales and motivations for internationalization as institutions and the faculty members within them engage with the effects of globalization and a global knowledge based economy.

### ***Understanding internationalization: Comparison of individual and institutional definitions***

The impact of globalization on institutions and on faculty members influences the way they perceive internationalization and how they understand its use and value. Several points of similarity exist between the understanding of internationalization as expressed by faculty member participants and the institutional documents selected for analysis. Both participating faculty members as well as the institutional strategic documents struggle to define internationalization as a distinct phenomenon. Both faculty participants and institutional strategic documents indicate with reasonable clarity that internationalization is an academic phenomenon that impacts broadly across university teaching, research and service. Both perspectives also agree that the ideas and ideals that shape an understanding of internationalization are changing and evolving, making it

difficult to point to any one definition as accurately encompassing all manifestations of internationalization in the long term. A common list of activities currently associated with internationalization, however, seems to be understood between both perspectives to include international learning experiences for students, academic collaboration for research and service, institutional partnerships and participation in the global community.

A number of differences can also be noted between the faculty members and institutional documents in how they express an understanding of internationalization.

Faculty member interview participants described internationalization in terms of relationships, emphasizing personal connections between individuals in Canada and abroad as being the initiating factor for internationalization activities.. Personal understanding of internationalization was largely developed and influenced by personal experience living and working in a different country and culture. The common outcome of internationalization activities, according to the faculty member participants, was a general broadening of perspectives that contributes in many ways to the personal development of intercultural skills both for students and faculty teachers and mentors.

University strategic documents, on the other hand, emphasized internationalization in terms of programs and activities, without articulating a clear starting point for internationalization. Some referenced a general need for institutions to strive for excellence in order to compete in a globally competitive higher education environment and some indicated government priorities to link the Canadian province to knowledge and learning communities abroad. All of the universities' documents also mentioned student learning needs as part of the internationalization efforts, either in terms of demand from the international student market or Canadian students needing to

acquire global competence skills. This suggests an institutional emphasis on pragmatic and utilitarian purposes as framing the essence of internationalization. Only two universities referenced faculty member links and participation internationally as a determinant in institutional internationalization.

Differences in understanding internationalization and its fundamental purpose, may lead to significant breaches between faculty members and their institutions. Two faculty members, Participant B and Participant D, voice deep disillusionment with their own institutions when the international work in which they were engaged was excluded from internationalization priorities identified for funding and additional support from their administration. Being omitted from the internationalization vision, or being at ideological odds with it, seems to generate substantial levels of distrust on the part of the faculty members towards their own institutional leadership. In the case of Participant B, a narrow institutional definition of internationalization which focuses exclusively on outward mobility of Canadian students with no seeming academic purpose leaves this faculty member feeling disconnected from the institutional internationalization agenda. She also expresses frustration at not being recognized for the international connections she brought to the institution, which had been a main point of attraction that initially brought her to the university. For Participant D, she has been disappointed to discover that her institution is only focused on international partnerships as a short term means to boosting its reputation and not as a long term investment in relationship.

In contrast to other participants who voice at least an acceptance of their institution's internationalization vision (Participants A and E) and in one case a strong resonance with it (Participant C), the experiences of Participant B and D suggest a

negative relation between their personal engagement in the internationalization process and the way this process is understood and communicated by institutional leadership. This observation further suggests that institutional internationalization strategies that encompass a broad perspective of internationalization, and which are inclusive of multiple ideals and associations, may be better able to attract and engage a wider range of individual interests to contribute towards that vision. Conversely, institutional strategy that communicates a narrow definition of internationalization, such as in Participant B's case, risks alienating and disengaging faculty members who are unable to align their interests and areas of involvement with the particular institutional vision.

### ***Motivations and rationales for internationalization: Comparison of individual perceptions and institutional positions***

Understanding internationalization as a defined phenomenon is closely related to understanding the underlying motivations and rationales that cause institutions and individuals to engage in its process. I have taken two approaches to try to capture the essence of this phenomenon. First, faculty member participants have been interviewed and asked to provide their observations, opinions and comments on rationales they perceive their institutions to have for engaging in internationalization. I then ask them to provide commentary on their personal motivations for international engagement. Second, institutional strategic documents have been pulled from university senior administration web sites and analyzed for statements incorporating references to the terms 'international, global or (inter/multi)cultural.'. From these statements, I discern, using de Wit's (2002) description of different grouping of rationales according to academic, political, social-cultural and economic categories, how these document references indicate rationales employed by the institution to engage internationalization. I suggest that a comparison



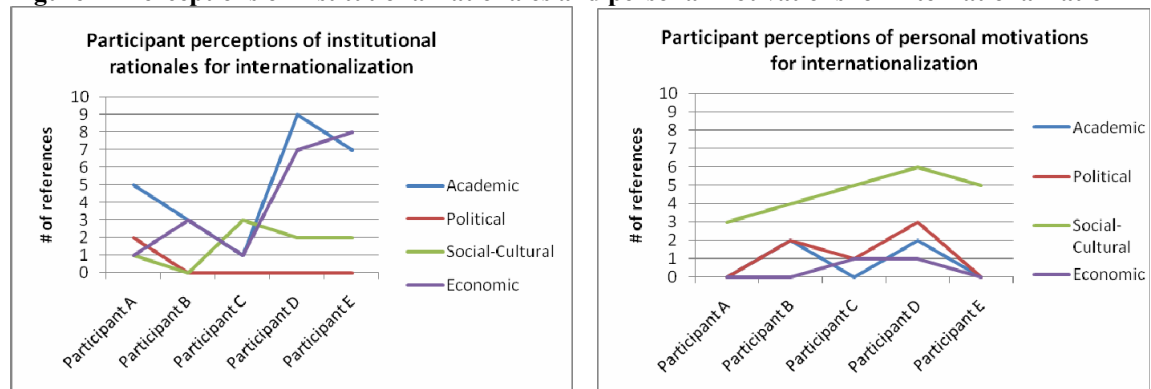
of these two perspectives provides insight to the faculty member experience with institutional internationalization and provides a basis from which to explore possible reasons why faculty members may engage or disengage from this process.

### **Comparison of faculty member perceptions of institutional and personal rationales**

First I discuss a comparison between faculty member perceptions of institutional rationales and the personal motivations that faculty participants expressed in terms of their own engagement internationally. Following this, a comparison is made between faculty participant perceptions and institutional positions towards internationalization as expressed through institutional strategic documents.

A comparison between perceived institutional rationales and personal motivations for internationalization using the rationale framework proposed by de Wit (2002) suggests divergences between these two perspectives according to the perceptions of this group of faculty members. Figure 12 illustrates this comparison graphically. Both graphs show the number of references that participants have made which give indication of a rationale identified with one of de Wit's (2002) four rationale categories. The first graph indicates references made to participant perceptions of institutional rationales, the second indicates references used in describing their personal rationales for internationalization. The number of times a particular rationale is referenced suggests a particular emphasis on the part of the participant, which in turn suggests different levels of importance or value placed on different rationales.

**Figure 12 Perceptions of institutional rationales and personal motivations for internationalization**



As noted in the interview narratives, the majority of the faculty member participants (four out of five) perceive their institutions to primarily use academic rationales (predominantly profile and status) and economic rationales for engaging internationalization. Some participants make a greater number of references to this than others, as Figure 13a illustrates. One participant's perspective on institutional rationales stands at odds with the others. Participant C makes very few references to academic (profile and status) or economic rationales for internationalization at her institution. Instead, she notes that her institution emphasizes rationales related to its broad based commitment to serving the public good in a global context. .

In reflecting on the spectrum of how faculty members perceive their personal motivations to align with institutional rationales for internationalization, Participant C alone indicates that she and her institution “totally” align. The rationale framework analysis suggests a reason for this. As Figure 13b illustrates, all five faculty members in this study make the greatest number of references with regards to their personal motivation in the area of social-cultural rationales. Participant C's perception that her institution is predominantly motivated by social-cultural goals means that she experiences

the greatest compatibility between her personal set of values and meaningful motivations and that of her institution.

Conversely, Participant B, who perceives no institutional rationales in the social-cultural arena, voices the strongest amount of disengagement from the internationalization process, to the point of totally withdrawing from the institutional process. Other participants, while feeling engaged in their institution's internationalization priorities are also somewhat skeptical and suspicious of whether this process will, in the long term, align with their personal values and goals. This might be attributed to their perception that rationales of reputation and economic gain dominate their institutions' strategies for internationalization, both of which are highly dependent on fast changing factors shaping a global knowledge based economy.

### **Comparison of faculty perceptions of institutional internationalization rationales and institutional internationalization positions from strategic documents**

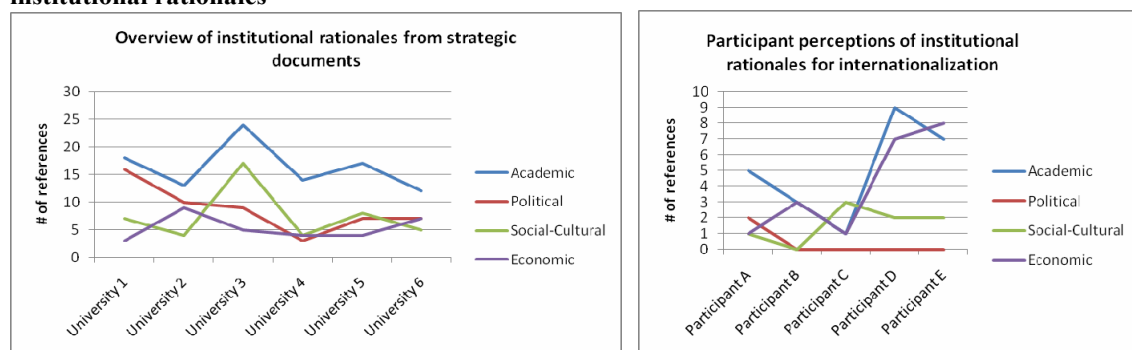
Four out of five faculty members participating in this study perceive their institution's internationalization strategy to be dominated by academic rationales, with an emphasis on profile and status. Four out of five also perceive strong economic rationales being evident in their institutions, as defined by de Wit (2002) in his internationalization rationale framework. Only one participant suggests a different primary rationale for her institution, that being a social-cultural rationale. The analysis of strategic documents is surprisingly similar to faculty member perceptions of institutional rationales.

The document analysis reveals that the strategic documents of six institutions are dominated by references to academic rationales, the most frequently referenced subcategory being the pursuit of global profile and status for all institutions except

University 3. Economic rationales feature less prominently in institutional documents than in faculty member perceptions, with the exception being University 2. One university, University 3, stands out from the rest as presenting strong social-cultural rationales.

In Figure 13 below, these two sets of rationales are noted graphically next to each other to illustrate the commonalities between faculty member perceptions of institutional rationales and the rationales indicated by institutional strategic documents. I have allowed the graphs to be represented with different ‘y’ axis values since the point of the comparison is not in the numeric values of the charts but rather in the emphasis of different rationales in relation to other rationales within the same chart. Faculty members provided fewer references in total over the course of a 40-90 minute interview than documents which comprised an average of 30 pages each. With a data set of fewer references, it is easier to see the emphasis comparison with a smaller ‘y’ axis value.

**Figure 13 Institutional rationales from strategic documents and participant perceptions of institutional rationales**



Several points of interest emerge from this comparison. First, the faculty member perceptions for four out of five participants that institutional priorities for internationalization focus on growing profile and status seem to be accurate. Also, in the case of one participant, who perceived that her institution prioritized social cultural

rationales for internationalization, this also seems to be accurate. This suggests that faculty members are reasonably well tuned to the directions set for internationalization within their institution.

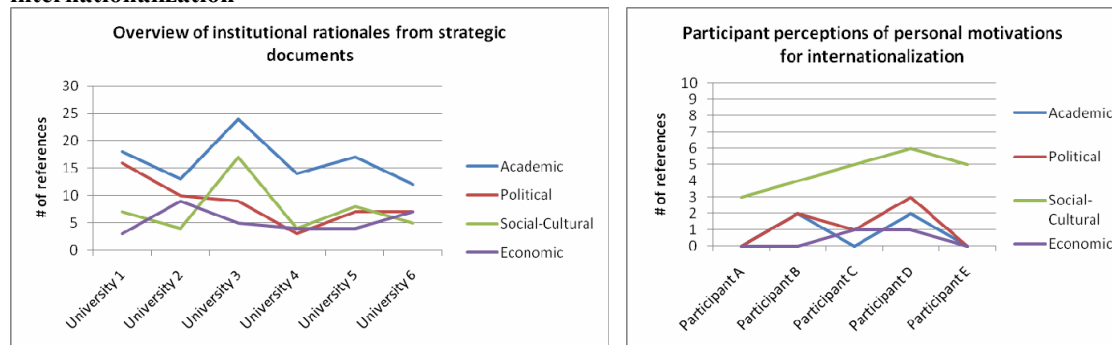
A noticeable difference exists in the area of economic rationales, which faculty participants perceived to be nearly as important to their institutions as academic rationales. Institutional documents, however, downplay economic rationales as the least referenced rationale category. This suggests that either the faculty members are overly critical of their institutions in this matter, or that institutions deliberately understate their economic rationales. Given that primary rationales of building institutional reputation are fairly clearly stated in most documents, self serving statements to increase revenue through internationalization may be perceived to contradict and work at cross purposes to the higher goal of increasing profile and status. This is, perhaps, an area that warrants additional research to understand more fully.

### **Comparison of institutional internationalization positions from strategic documents and personal motivations of faculty participants**

Comparison between institutional internationalization positions and faculty participants' personal motivations for engaging internationally demonstrates significant divergences in these two perspectives. These results show a distinct difference between the priorities and rationales that institutions are using to promote and pursue internationalization and those of individual faculty members. Faculty member motivations within this group of participants are heavily dominated by the social-cultural, in which individuals have gained intercultural skills through previous experience abroad and developed a social value base that promotes understanding and respect for multiple cultures and worldviews. Three of the five participants speak about being motivated to

pass on intercultural skills they have learned to their students through transformational learning experiences. This contrasts with the relatively low emphasis on social-cultural rationales referenced in institutional documents among five out of six institutions. These two rationale framework summaries are presented for comparison in Figure 14 below.

**Figure 14 Institutional rationales for internationalization and personal motivations for internationalization**



Among the other rationale groupings, academic, political and economic, differences also appear in the subcategories. Academic motivations for individual faculty member participants are relatively small, but the references that are made are related to enhancing equality of teaching and research and extending impact through international program activities. Institutional documents reference these two academic subcategories as well, but only as secondary rationales to the dominant emphasis on profile and status. Political motivations are more significant than academic for this group of faculty members, but these fall largely in the area of global citizenship development through mutual understanding and technical assistance to developing communities. In contrast, strategic document references in the political category mainly addressed links to foreign policy interests and national/provincial identity. These two categories of academic and political rationales illustrate that even though rationales may seem to align at the level of

the wider category there may still be disconnection at the subcategory level, resulting in a weaker alignment of rationales than might be initially perceived.

The differences demonstrated in this comparison of participants' personal motivations to engage internationally and institutional internationalization rationales as articulated in strategic documents suggest fundamental differences in values and need for internationalization. Faculty participants value the personal learning, broadening perspectives and gaining intercultural skills that international involvement facilitates. They perceive direct benefit to themselves and their students in developing intercultural competence that enables better relationships, improves quality of collaborations and ultimately leads to greater success in the global work environment. University administration, on the other hand, is concerned with institutional viability in an increasingly competitive global knowledge economy. Internationalization is therefore valued in terms of a process through which the institution draws positive recognition for quality and unique achievement in research and teaching.

My research illustrates that this group of faculty members at five Canadian universities experience a similar dichotomy to institutional internationalization positions as the academic staff in the British case study conducted by Turner and Robson (2007). In emphasizing social-cultural rationales for engaging internationally, this group of faculty members might be described as having a cooperative perspective towards internationalization, similar to the 'internationalist' values noted by Turner and Robson (2007) in their study. Additionally, the strategic documents of six Canadian universities that emphasize profile and status in their internationalization outlook compares with the competitive impulses assigned to the institution in the Turner and Robson (2007) study.

The divergence of motivations between individual faculty members and institutional administration has the effect, according to Turner and Robson (2007) of disrupting and limiting the internationalization process within the university. This process is explored in light of van der Wende's (1999) innovative change theory in the next section.

### **Compatibility and profitability as determinants of faculty member engagement in the institutional internationalization process**

The discussion of how internationalization is understood by both faculty members and their institutional community, and what rationales give impetus to individuals and institutions to engage the internationalization process can provide clues towards understanding how these two levels engage with and influence each other. Drawing from the innovative change theory model described by van der Wende (1999), observations can be made which help to explain the differing perspectives between the faculty member participants and their sense of engagement or disengagement from the institutional internationalization process.

The innovative change theory model of the process of institutional internationalization described by van der Wende (1999) requires two elements of commonality between individuals and the wider institutional community in order for the innovative change, i.e. internationalization, to be a widely adopted and 'diffused' phenomenon over the long term. It requires that the change be perceived as 'profitable,' or beneficial towards meeting priority needs, and that the change be 'compatible,' or in keeping with core values. The comparisons of institutional and individual understanding of internationalization, as well as the rationales used for engaging internationalization, provide indicators of what elements of profitability and compatibility are common or



different between faculty member participants and the institutional positions represented in strategic documents.

The strategic institutional documents in this study emphasize profile and status as an internationalization rationale, suggesting that this is a perceived need that institutions have in order to remain viable in a competitive global economy. Faculty member participants perceive that this need is closely connected to a more immediate need for income. While some participants, such as A and E, perceive this institutional need pragmatically, and others such as D acknowledge its necessity to function, the need for the institution to generate income becomes a point of contention when it crosses a strongly held value. Participant B suggests that generating income from foreign students is ‘unethical’ when it is perceived to give disproportionate benefit to the institution. Participant E also stresses that benefits need to be perceived equally, warning that institutions who do not provide adequate support for fee paying international students are breaching the value of mutuality of benefit and may face negative consequences.

Faculty member participants, on the other hand, emphasize social-cultural rationales which place priority on the individual intercultural learning process and a universalism of worldviews. Most institutional documents are relatively silent on this aspect of internationalization, indicating a lack of emphasis from the institutions in this study in an area that holds the most significant sense of need and value among the participants.

Only one participant expressed assurance that her rationales for internationalization “totally” aligned with that of her institution, Participant C. This participant also perceives that her institution’s rationales emphasize individual

intercultural learning and broad based commitment to serve the wider global community. Participant C's case seems to attest to van der Wende's (1999) theory that given an alignment between the institutional and individual values as expressed through the rationales, the individual feels strongly engaged with her institution's internationalization strategy.

Among the other participants, two tenuously agree with their institution's internationalization rationales, but this is conditional upon various internal and external factors that may change at any time (Participants A and E). Since most institutional documents from this study reference predominantly academic rationales and within this an emphasis on institutional profile and status, there is little evidence to show overlapping rationales with the majority of faculty member participants. Consequently, van der Wende's (1999) theory might suggest that Participants A and E have found that their personal needs currently align with that of their institution's internationalization efforts and so they are cautiously engaged for the current time. However, they have not found evidence that their core values are truly reflected in their institution's internationalization strategy, so their engagement is tenuous.

And finally, two faculty participants are suspicious—one outright disagrees—with their institution's internationalization rationales (Participants B and D). This, too, might be explained using van der Wende's (1999) theory. Participant B has found no point of profitability for her personal needs in her institution's current internationalization goals, neither has she found any alignment in terms of internationalization rationales with her personal values. She has also described herself as disengaged from the institutional internationalization process. Participant D has noted a measure of profitability through

her institution's efforts to include international work in her tenure and promotion system. She also notes supports given by institutional administration towards start-up costs for international partnerships. However, she senses that her institution is making efforts to internationalize for significantly different reasons than her own. She perceives that her institution values the international partnership to which she is committed only in that it adds to institutional profile and status, which contravenes her strongly held value in long-term relationships of integrity and mutuality. Consequently, Participant D feels ambivalent and disillusioned towards her institution's internationalization strategy.

From this sample group of Canadian universities, it seems that most institutions are pursuing internationalization for very different reasons from that of their faculty members. Faculty members at these institutions may engage with the internationalization process, if an opportunity is presented, or in limited ways as it aligns with their personal goals. However, they are unlikely to engage for the long term and even highly motivated individuals may completely disengage if factors contributing to their personal purposes and rationales are perceived to be completely absent. Using van der Wende's theory of innovative change, this may also be expressed in terms of perceived profitability and compatibility between individual and institutional needs and values.

### ***How faculty members and institutions influence and impact each other through the internationalization process***

Internationalization in higher education, as suggested by both a review of current literature and my research findings, is a complex, multi-faceted process of learning and adaptation in higher education to engage effectively and responsibly with a changing global environment. Because this is a process, it cannot be defined by one activity, program or institutional initiative. It must necessarily be defined by the ideas, values and

rationales that shape the process and direct it toward tangible outcomes. The final point of reflection in this study, consequently, looks at the *process* of internationalization, how this takes shape and how faculty members contribute towards it within their institutions of higher education.

Current literature presents two notions regarding the internationalization process that appear to be at odds: internationalization as an institutional/organizational phenomenon and internationalization as a personal phenomenon. Turner and Robson (2007) argue that internationalization is better understood in terms of a continuum between a symbolic and a transformative orientation, aligning institutions at the symbolic end and individuals at the transformative end. A continuum may well represent the internationalization process better than a dichotomy, but my research illustrates that personal and institutional rationales for internationalization need not be in opposition.

The internationalization process is not an ‘either/or’ scenario between institutional and personal involvement. It is a ‘both/and’ scenario. The process of change and transformation to engage the world and its many cultural complexities necessarily works in both organizational and personal ways. In fact, I am proposing that the two are highly dependent on each other. An institution with a strong internationalization focus is intentionally changing its academic environment (bringing international students to the campus, encouraging study abroad, providing incentives for international collaboration, etc.) thereby imposing change on individual faculty members who must either grudgingly or willingly perform their work in these conditions. The institutional change process is also dependent on the willingness of its academic staff (as well as students and

administrative staff) to engage in this change process and learn new ways of doing things (e.g. bringing an international dimension in their teaching, research and service).

### **Institutions influencing internationalization at the individual level**

As noted by faculty member participants in this study, some significant changes are currently taking place on Canadian university campuses as a result of institutional internationalization efforts. One of the changes most referenced by this group of faculty members is the growing numbers of international students coming to study in Canada. Participant E notes the financial value these students contribute to academic units which contributes directly to the unit's ability to hire quality professors and maintain academic programs. He also refers to the changes that this requires of teaching faculty members as they now need to provide course instruction in ways that relate effectively to students of multiple cultural backgrounds. Participants A and D also point to the increasing cultural diversity on campus as a significant challenge for faculty members.

These experiences attest to the relevance of current literature which has documented and commented on the challenges of providing education in culturally diverse contexts (Morey, 2000; Schoorman, 1999; Schuerholz-Lehr et al., 2007). It also parallels the experience in Europe where 'internationalization at home' has emerged as a growing emphasis in higher education as a result of increasing cultural diversity in European communities (Nilsson, 2003; Waechter, 2003).

A second change in faculty experience as a result of institutional internationalization influences is the increasing demand for faculty members to be educating for global competences. Participant B notes that enabling students at Canadian universities to have an international learning experience as part of their degree program is

“absolutely essential” for helping students to not only know about their world, but to engage it responsibly. All four of the other participants have also acknowledged the importance and value of international education for students in Canadian degree programs as a way to improve education quality and relevance. These opinions echo the thoughts of authors who have discussed the value of international experiences as transformative learning opportunities not only for students, but for faculty members as well (Davies, 2006; Lee Olson & Kroeger, 2001; McCabe, 2001; Sandgren et al., 1999).

The personal change process through internationalization is only partially dependent on institutional measures to internationalize. As the faculty participants in this study demonstrate, initial impetus to gain intercultural awareness, skills and competence is not likely to come through institutional measures to motivate change. The faculty participants clearly point to personal relationships with family, mentors and colleagues as a starting point to facilitate a lasting interest and enthusiasm for cross-cultural and international work. These relationships often motivate the individual towards accepting an opportunity to live, work and experience another country and culture, which has a transformative impact and helps them to develop a foundational set of values that carries them forward on a long term commitment to intercultural understanding. Having a transformative experience that results in greater intercultural sensitivity is perceived to have such positive benefit for these individuals that they are highly motivated to share and create these experiences for others, namely their students and colleagues.

However faculty members come to recognize it, the institutional internationalization process is influencing a need for change at a fundamentally personal level. It requires individual faculty members to gain the ability, as Sanderson (2008)

sees it, to function in a multiplicity of cultural worldviews. The Developmental Model of Intercultural Sensitivity (DMIS) proposed by Bennett (1993) is a theory that helps to understand the continuum of change at the personal level as individuals acquire the perspectives and understanding of multiple cultural viewpoints and develop the skills needed to interact and relate effectively and comfortably within them. Shauls (2007) contributes to this understanding, noting that the process is not necessarily uniform nor a continually positive process. Sanderson (2008) raises the point that it is necessary for the individuals to begin with a critical reflection of self, or ‘authenticity,’ in order to gain a deep awareness and appreciation of other cultures towards what he calls ‘rooted cosmopolitanism.’

The process of change for the individual learning to cope with an international environment and intercultural relationships is the process of internationalization at an individual level. The process of acquiring intercultural competence, and with it the confidence and ability to successfully become a bridge between the local and the global, is described by faculty members in this study. Participant B suggests that she “embodies internationalization” because she has lived, worked, researched and published in a language, culture and country different from her Canadian home. This faculty participant’s experience illustrates her transformative learning (Mezirow 1991) and development of ethno-relative intercultural sensitivity (Bennett 1993).

Transformative Learning Theory helps to highlight the need for critical self reflection (noted also by Cranton 2006 and Sanderson 2008) and dialogue with others in the context of a ‘disorienting dilemma.’ In understanding the internationalization process, this dilemma is the impact of globalization, its influences and drivers for change

in higher education. Cranton (2006), however, would point to the fact that simply reflecting on and talking about the disorientation of globalization does not necessarily generate a positive and effective way to approach the changes that are needed. This process requires intentionality and guidance that is rooted in a clear awareness of values, beliefs, norms and social context (Cranton, 2006, p. 114).

Study participants intuitively acknowledge the transformative learning process in their experiences with their own international work and their influence in generating transformative learning for their students. However, they also acknowledge how institutional efforts can facilitate the learning process for themselves and their colleagues by creating opportunity for networking and dialogue on campus. One participant, Participant D, expresses hope for her institution as it wrestles with increasing cultural diversity on campus due to the efforts of a group of faculty members who have taken it upon themselves to generate discussions that raise the critical awareness needed to bring values to the surface and build a better understanding of how the internationalization process needs to be shaped in order to bring about a positive and effective transformation of worldviews. Both Participants B and D also highlight the benefits provided through central international offices in creating opportunities for internationally involved faculty members to meet each other and share experiences.

In addition to increasing the cultural diversity of the Canadian university classroom, institutions are beginning to manage internationalization in ways that influence and impact faculty members. Some administrative supports are perceived as being very helpful and necessary for faculty members involved in the internationalization process, as are the participants in this study. Several participants have commented on the



usefulness of coordinated efforts to bring faculty members together for mutual learning and dialogue. Participant C also points to the role of the central international office as a conduit for information about international opportunities and an organizational role in managing institutional agreements. Participant E emphasizes that it is the role of central administration to know the current trends and international environment, to move quickly to mitigate risks and seize opportunities and to search out faculty members who have the ability and willingness to engage internationally.

Administrative management of internationalization, however, comes with a fairly strong warning from this group of study participants to not ‘over-manage’ faculty member international involvement. Participants A, C and E all reference ethnocentric university policies as hindrances to faculty member international work, providing examples of regulations that prohibit problem solving that is logical and appropriate for the situation and context in a different country. Participant C is also critical of efforts by her institution to impose travel restrictions based on assumptions of risk and liability, as well as limitations on research ethics approvals. These responses suggest a need, as van der Wende (1999) advocates, for institutional administration to understand the values, needs and priorities of individuals working within the institution (van der Wende, 1999, p. 10). van der Wende’s (1999) argument is one that involves dialogue and partnership between individuals, units and central administration, similar to the suggestion raised by Participant D.

Finally, institutions can influence individual internationalization among faculty members in a very positive way by simply recognizing the importance of faculty members’ international work and the distinct role they play in the institutional

internationalization process. Participants C and D both gratefully acknowledged the inclusion of international work into their universities' tenure and promotion policies and the direct personal benefit this gives them. Four out of five participants readily pointed to the importance of internationalization as articulated through high level strategic documents as the foundation from which they were able to make the case in their units and among their colleagues for the validity of their international work. In the absence of either tenure and promotion incentives or strategic direction validation, Participant B indicates that even simple recognition through an internationalization award is tremendously beneficial.

In summary, institutional internationalization efforts and supports are important influences for individual faculty members. As university campuses become increasingly culturally diverse and as university curriculum is pressed to include international learning experiences, faculty members face significant challenge to acquire intercultural skills and competence. University administration can provide significant supports through communication, networking, professional development and recognition of faculty members' international work. These supports need to be developed in dialogue with faculty members to ensure that new managerial practices do not limit academic endeavours.

### **Faculty members influencing internationalization at the institutional level**

The literature reviewed at the outset of my research provides numerous perspectives of how globalization is impacting and changing the higher education environment, which is in turn affecting the work of faculty members. However, faculty members, like their institutions, are both actors and spectators in the dynamics of

globalization. The contributions that faculty members are making, whether intentionally as part of an institutional internationalization strategy, or simply in the course of their own personal and professional pursuits, are building the international links that connect their university to the global knowledge economy.

Faculty participants in the phenomenological study describe a number of significant ways they perceive that their actions and activity contributes directly to internationalizing their institutions. First, perhaps one of the most important ways that faculty members influence institutional internationalization is through their role as educators. Faculty members help to facilitate intercultural sensitivity development primarily among their students, but also, as Participant D's colleagues demonstrate, among their peers. Faculty achieve this in a number of ways, including developing international learning opportunities, establishing international programs, teaching and mentoring students from an internationalized viewpoint, and more. According to Sanderson (2008), faculty members who are able to perform this function from a basis of personal experience with intercultural sensitivity development and transformational learning, that is from an 'authentic' perspective (Cranton 2001, 2006), are likely to be more effective, confident and capable of providing successful leadership in the process of internationalization at the individual level.

Faculty members not only contribute towards the personal intercultural development of students, colleagues and other staff, but they do so in an *academically meaningful* way. As the experience of Participant B illustrates, students may be given many opportunities to travel outside of Canada and to learn about the world beyond our borders, but it is the faculty member's role and position within the university community

that enables this learning to be connected with the academic purpose and function of the institution. As Yershova et. al. (2000) emphasize, intercultural thinking is essential to critical and comparative knowledge, which is the foundation of university purpose and mission. Consequently, faculty members' role as facilitators of intercultural thinking and learning on campus goes well beyond generating globally savvy students—it is critical to knowledge production and the core of the university enterprise.

Secondly, faculty members' engagement internationally through research collaboration and community development has an important impact on institutional internationalization efforts. In fact, if one of the primary rationales of institutional internationalization is to improve profile and statues globally, faculty members' research and service work is among the most significant contributors to this objective. As an example of this, Participant C notes that her research on 'global concerns' garners attention from the global community. Participant B also highlights the links she has helped her institution to establish with international partner institutions and networks. Participants B and C reference their consulting expertise for external agencies and organizations as ways their institutions become recognized as engaging the global community. These observations on the part of study participants attest to Marginson and van der Wende's (2007) comments that faculty members' contributions through research networks and mobility are a key factor of institutional internationalization.

Finally, faculty members are important contributors to institutional internationalization through their administration and leadership. As Participant A notes, not much can be accomplished within the institutional academic structure without faculty member involvement and approval. Decisions on new academic programs, credit

transfers, transcript recognition and awards, all require input from faculty members. As Participant E demonstrates, faculty also bring new international opportunities, such as financial resources or student placements, to their units to supplement local needs in Canada with external sources in other countries. Lastly, faculty members who step into leadership positions within their units or in central administration have the ability to influence overall strategic internationalization direction for the university. Several faculty member participants have noted the critical difference, for good or ill, that senior academic administrators have made to internationalization efforts in their institution.

### ***Conclusion and recommendations***

Through an examination of the recorded experiences, opinions and observations of five faculty members based at central and western Canadian research universities, I have sought a new understanding of institutional internationalization from a faculty member perspective. Through my research I hope to offer a contribution towards beginning to address the gap in current literature noted by Sanderson (2008) concerning the role of faculty members in the institutional internationalization process.

Understanding the internationalization process in Canadian higher education has required an overview of how globalization is impacting and changing the university environment, influencing how faculty members function in their role as the primary agents of teaching, research and service on behalf of their institution. Although faculty members may not directly associate the changes they are experiencing with the wider trends of globalization, they are clearly able to point to many examples of this at their own university. Globalization is indeed impacting Canadian higher education, creating a

multicultural, international and global environment in which faculty members necessarily must conduct their academic work in teaching, research and service.

Understanding the internationalization process has also required an understanding of how ‘internationalization’ as a specific phenomenon is defined within higher education institutions. This effort has served to confirm that the concept of internationalization, in specificity, remains an elusive term that cannot be quantified or narrowed down to any one activity, approach or rationale. In fact, my research suggests that efforts on the part of administration to focus internationalization in one activity area are counterproductive to attempts to engage faculty members in the institutional internationalization process. From the comments made by study participants, it appears that an institutional definition of internationalization that is broadly connected to the academic mission of the institution, with clear applications to teaching, research and service, has the greatest potential to engage faculty members.

My interest in understanding how faculty members are engaging the internationalization process in their Canadian institution has led me to compare institutional and individual internationalization rationales according to de Wit’s (2002) internationalization rationale framework. By examining references in light of the four rationale categories named by de Wit (2002), and by using the number of times references are made according to these categories as an indication of emphasis and priority, I have found differences between the two perspectives that lead me to several conclusions. The majority of institutional strategic documents (five out of six) make the greatest number of references to internationalization as a way to gain profile and status, suggesting an institutional internationalization position focused on academic rationales.

Four out of five faculty participants perceive their institutions to use both reputational rationales as well as economic rationales for engaging internationalization. In terms of their personal motivations for engaging internationally, however, faculty member participants make the greatest number of references to social-cultural rationales. This emphasizes their perceived importance of personal development opportunities through internationalization that enable them and their students to gain intercultural skills and understanding. While a number of differences could be noted between the faculty participants in terms of their level of engagement with the institutional internationalization, the one faculty member that perceived her institution to be motivated more by social-cultural rationales than either reputation or economic gain also expressed the strongest sense of engagement with her institution's internationalization position. These observations of the internationalization rationale comparison suggest a conclusion that faculty members are most engaged in the institutional internationalization process when personal motivations for international involvement align with institutional rationales for internationalization.

Innovative change theory, as applied to the internationalization process by van der Wende (1999), provides additional clarity to explain why the aligning of institutional and individual rationales should influence faculty member engagement in the institutional internationalization process. In order for change, such as the transformative process of internationalization, to be adopted in a sustained way so that it permeates all aspects of what an individual or an institution does, van der Wende's (1999) application of the theory suggests that it must be perceived as profitable to the felt needs of the adopter as well as compatible with core values, beliefs and purposes. According to my suggestion

that institutional internationalization maximizes the engagement of faculty members when rationales align, achieving this common rationale base would require institutions and individuals within those institutions to find common ground in terms of what underlying needs and values form the basis for internationalization.

Examples of faculty participants in this study illustrate the above conclusion. Two participants (C and D) indicate that their institutions reward and support faculty members to engage internationally through tenure and promotion, other participants (A, D and E) refer to seed grants to enable new initiatives, still more comments from all five participants indicate the importance of administrative supports. These are all ways that institutions may make internationalization profitable for faculty members. However, even when the work is seen as personally profitable, as Participant D demonstrates, if the underlying reasons for encouraging internationalization are perceived to be at odds with faculty member values, engagement is still tenuous and suspicious. Participant C provides an example of a faculty member who seems to be engaged in her institutional internationalization process, where she is both aligned with the institutional values and feels supported through its reward system. Participant B, on the other hand, is an example of a faculty member who perceives neither support (profitability) nor common values (compatibility) with her institution and who has disengaged her involvement in its efforts to internationalize. From these observations, and with the help of innovative change theory, I suggest that faculty member rationales are most likely to align with institutional rationales, and therefore be better engaged in the institutional internationalization process, when they perceive institutional values and needs to be similar to their own.



As noted above, faculty participants have emphasized the value of intercultural awareness and ability to move with fluency between multiple cultures and paradigms as one of the most significant reasons to engage in the internationalization process. All participants also acknowledge the importance of bringing international perspectives and experiences into the learning process for students. Sanderson (2008) suggests that in order for faculty members to be effective in their critical role as educators they need to develop intercultural sensitivity skills and an awareness of the transformative learning process so that they are able to take leadership in facilitating this learning experience for others. Faculty members, as those in the university responsible for education and research, are therefore also key facilitators of internationalization through intercultural thinking that is academically meaningful, according to Yershova et. al (2000). Given the case made by Yershova et. al. (2000) that intercultural thinking is an integral part of critical and comparative thinking, and therefore the core of the academic enterprise, I believe that institutional internationalization cannot be effective without intercultural sensitivity among faculty members as they have both the position and the academic training to guide the internationalization process as a truly academic endeavour. Consequently, I suggest that institutional internationalization is most effective in realizing its primary academic rationales if it is centred on the international, intercultural and global engagement of its academic staff members.

My final conclusion is an acknowledgment of the many ways that faculty members influence and impact the institutional internationalization process, and the many ways that institutional positions on internationalization affect faculty members. As the participants in this study have noted, internationalization is not likely to disappear or

fade. International students will continue to come; Canadian students will continue to look for ways to gain international experience; research networks will continue to expand through different countries and disciplines; and, faculty members who might be reticent to engage in internationalization will face its impacts nonetheless. I suggest that institutional administration that would like to maximize the effectiveness of faculty members as catalysts, facilitators, and maybe more importantly as leaders in the academic internationalization process, would do well to recognize their contributions by building the 'enabling environment' that would support their success.

Institutional internationalization, like the roadmap of intersecting roads and paths across the prairie expanse, does not lead to one destination. At the micro level, it is the journey of individuals, pursuing their interests and dreams. These may seem confusingly disjointed from each other, until the system as a whole comes into view and the interconnections begin to bring a logical framework together in a cohesive and integrated system. That is, at least, the hope for institutions wrestling with the many strands of different involvement and international activity. To provide a bit of possible assistance in this effort, I conclude with a number of recommendations.

## **Recommendations**

Individuals within Canadian universities who are charged with the responsibility for adopting clear and informed internationalization strategies need to better understand the faculty member perspective if they desire effective outcomes across the institution. I count myself among those centrally based administrators within Canadian higher education who wrestle with institutional internationalization on a daily basis and who try to advance these efforts in positive meaningful ways. The following recommendations

flow from my conversations with Canadian university faculty members and attempt to give voice to their suggestions for making institutional internationalization more effective at the faculty member level.

*Ground the internationalization vision for the institution in the academic mission of the institution.* Perhaps the most significant outcome of this research for me, as an administrator, is that faculty members need to be able to find common ground with the institutional position on internationalization. This starts with a common understanding with which they can identify. Internationalization that is too narrowly defined can alienate faculty members. Consequently, I would recommend that internationalization be clearly defined in the university community as an integral part of how knowledge is created and communicated in a globalized world, and that it is deeply relevant to the university's primary community, the students, staff and faculty that comprise the institution.

*Create opportunities to dialogue and discuss internationalization rationales, along with perceived needs and core values.* If faculty engagement is most significant when individual and institutional rationales align, then there needs to be ways that these two perspectives can begin to understand each other and have opportunity to influence each other. The academic community is well versed in this practice with existing institutional forums for discussion and debate, such as university senate, faculty councils and the like. Internationalization, particularly as it helps to realize the opportunities and mitigate the risks of globalization, should be a topic of ongoing dialogue so that the community as a whole can realize its benefits together.

*Create opportunities for intercultural and international learning experiences for faculty members.* If faculty members are expected to provide leadership to the internationalization process by facilitating the intercultural development and transformative learning of others, they need to have the opportunity to experience this process first hand. For those who may not have had or taken the opportunity to live or work internationally prior to their academic career, institutional incentives and programs could make this possible. Cranton (2006) suggests that transformative learning be a guided process, similar perhaps to the faculty led discussion at Participant D's institution.

*Build an 'enabling environment' that rewards and supports the international efforts of faculty members.* An internationalization plan that resonates with people's values, but does so at a personal cost is not likely to be adopted by many for a sustained period of time. Faculty participants in this study have called for administrative structures that envision and adapt to international work environments. They have suggested that as much as possible, the additional cost of working internationally be offset through travel supports and seed grants for faculty. They have noted the value of centrally based units that can lift administrative burden from faculty members, mitigate risks and provide guidance along the internationalization process. However, these supports need to be perceived as cooperating with faculty members in this regard, not hindering them through unnecessary and/or ethnocentric managerial practices.

In my opinion, one of the critical factors in creating an enabling environment for internationalization is institutional recognition of the contributions of faculty members in this process. Further, I suggest that if internationalization is recognized as a part of the academic mission of the institution, this recognition should be awarded in terms of

academic merit. Including international work as part of tenure and promotion policy is likely one of the most effective reward mechanisms available. Internationalization awards, recognition of additional time and expense required in providing international learning opportunities for students, and acknowledgement of time and effort to lead community development initiatives abroad can also contribute towards faculty member sense of value in faculty members' international work on behalf of their institutions.

From my view on the Canadian prairies, the world seems vast and limitless in terms of its possibilities, but not out of reach. I know that the community fabric that has supported the growth and development of this region for generations, and which is welcoming newcomers from around the globe daily, is in many ways a reflection of the interconnected world beyond. Universities in Canada, as in most countries of the world today, are developing many pathways between them. Faculty members are often the first to travel these roads, many as pioneers before any formal construction is begun. Institutions that recognize and support the connections that faculty members are making abroad are sure to both know and be known in the world, and through the travel of these individuals come to find, as Welty (1995) did, their "own introspective way into becoming part of it."

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## Appendix 1: List of Canadian universities documents reviewed

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## Appendix 2: Participant Consent Form

[On University of Manitoba Faculty of Education letterhead]

### **Consent form interview participants**

Research Project Title: A Canadian perspective of the role of faculty members in university internationalization

Researcher: Rhonda Friesen

*This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.*

Internationalization is of increasing priority for Canadian universities (AUCC, 2008) and a growing number of institutions are developing institutional strategic plans for internationalization. Faculty members are considered to be key influencers of the internationalization process within the institution, but relatively little research has been done to date on the relationship between institutional and individual internationalization priorities and objectives. Consequently, having an understanding of faculty member perceptions, priorities and commitment to internationalization can contribute substantially to the field of international education and help form a basis for better future directions in this area.

This qualitative research study will use recorded interviews to gather faculty member opinions and perspectives on internationalization from three different Canadian research universities. Faculty members have been chosen based on a diverse range of discipline perspectives and their active participation in internationalization efforts as indicated through the nomination of their work for the AUCC-Scotiabank Internationalization Awards. Personal identifiers are not being recorded save for the category of your position (i.e. faculty member with no senior administrative responsibilities or faculty member with senior centrally-based administrative responsibilities) and by discipline characteristics (i.e. science-based vs arts-based; professional vs general).

This interview should last between 45-60 minutes depending on your responses. Your responses should be based on personal opinion and observation only, no additional background knowledge of the subject area is required. The primary concern of this study is to understand individual perceptions of internationalization, how these compare and contrast with institutional priorities in this area. There are no 'correct' or 'in-correct' answers.

There are no incentives being offered for your participation, other than the knowledge that you are contributing to information that will be useful for Canadian higher education institutions in planning for effective internationalization. Interviews will be recorded and transcribed and the information analyzed for common themes and differences between different faculty member and institutional perspectives. The final study will be published as a thesis at the University of Manitoba.

I, \_\_\_\_\_ agree to take part in the study, A Canadian perspective of the role of faculty members in university internationalization.

- I understand that my participation will involve
  - o A 45-60 minute audio taped interview about my opinions and perspectives on internationalization at the University of \_\_\_\_\_.
  - o 30-45 minutes to review and provide feedback on my interview transcript
- I understand that I will have opportunity to read and revise my interview transcript. This process will allow me to remove information that I feel is either too sensitive or could serve to identify me.
- I understand that for purposes of comparison in the analysis of the study, my responses will be identified according to the category of my position (i.e. faculty member with no senior administrative responsibilities or faculty member with senior administrative responsibilities) and by discipline characteristics (i.e. science-based vs arts-based; professional vs general).
- I understand that my name will not be identified in any report or presentation that may arise from the study.
- I understand that my institution will not be identified by name in any report or presentation that may arise from the study.
- I understand that the findings of this study will be published at the University of Manitoba.
- I understand that direct quotes from the data I provide may be used, though my name will not be identified in any report or presentation that may arise from the study.

- I understand that there are no anticipated benefits or repercussions for participation
- I understand that my comments will be recorded and that the interview will be transcribed either by the researcher or a paid transcriber who has signed a confidentiality statement.
- I understand that both written and recorded data will be stored in a locked cupboard in the researcher's home for up to five years after completion of the thesis, following which time it will be erased and/or destroyed.
- I understand that in addition to the researcher, the only other people that will have access to the interview data are the researcher's thesis advisors, named below.
- I understand that I may withdraw from the study by written notification to the researcher at any time without penalty. Any withdrawn data will not be used in the study.
- I understand that my interview transcript, as well as a summary of the findings of the study will be sent to me, via e-mail or in hard copy as I prefer.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ I prefer to receive my interview transcript via e-mail: address: \_\_\_\_\_

\_\_\_\_\_ I prefer to receive my interview transcript in hard copy: address: \_\_\_\_\_

\_\_\_\_\_ I wish to receive a copy of the final report by \_\_\_\_\_ e-mail OR by \_\_\_\_\_ hard-copy by regular mail.

If you have any questions or concerns about this study, please contact the researcher or the thesis advisors at:

Ms. Rhonda Friesen  
(Principle researcher)

\_\_\_\_\_

Tel: \_\_\_\_\_

E-mail: \_\_\_\_\_

Dr. Marlene Atleo  
(Thesis advisor)  
Faculty of Education  
University of Manitoba  
E-mail: \_\_\_\_\_

Dr. Kathleen Matheos  
(Thesis advisor)  
Faculty of Extended Education  
University of Manitoba  
E-mail: \_\_\_\_\_

*This research has been approved by the Education/Nursing Research Ethics Board. If you have any concerns or complaints about this project you may contact any of the above-named persons or the Human Ethics Secretariat at \_\_\_\_\_, or e-mail*

*\_\_\_\_\_. A copy of this consent form has been given to you to keep for your records and reference.*