Internationalization, Ethics and the Student Body
A qualitative study of student representation in ethics-oriented internationalization policies and their experiences within a university education faculty in Ontario, Canada

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Abstract

This qualitative case study comparatively examines ethics-oriented internationalization policies at the international, national and institutional level through the representation and experiences of students. It analyzes and comparatively discusses student representation in contemporary policies at the international and national level through a document analysis. At the institutional level the research analyzes the influence of the Association of Canadian Deans of Education’s (ACDE) principles outlined in the Accord on the Internationalization of Education (AIE). This analysis is done using an applied thematic analysis of semi-structured interviews that compares the descriptions and experiences of six international and six domestic graduate and doctorate students within a case study setting of an education faculty in Ontario, Canada. Using the critical theoretical framework of internationalization ideologies advanced by Stier (2004) and the postcolonial articulations of internationalization forwarded by Andreotti, Stein, Pashby and Nicolson (2016), the analytical findings of the research are discussed.

The findings of the document analysis indicate the representation of students within ethics-oriented policies at the international and national level through dominant convergent and divergent themes. In addition, the research found that the AIE principles have had a mixed influence within the context of the case study. International and domestic students shared similar descriptions and experiences in relation to the principles, while domestic students expressed greater criticism towards their practical effect. Weaknesses of students’ experiences of the principles included global sustainability and economic equity. Strengths included the experiences of reciprocal knowledge exchange and intercultural awareness, particularly as encouraged by teaching staff in class. Social justice was recognized as an important topic within the faculty, but the practical impact of this principle, specifically as it relates to international student issues, was challenged. Through the implementation of the theoretical frameworks, the results of the research indicate areas of disconnect between policy intentions and practical experiences.


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List of Abbreviations

ACDE - Association of Canadian Deans of Education
AIE - Accord on the Internationalization of Education
AIEA - Association of International Education Administrators
AIS - Association of International Students
ATA - Applied Thematic Analysis
AUCC - Association of Universities and Colleges Canada
CAATS - Colleges of Applied Arts and Technology
CAD - Canadian Dollars
CAQDA - Computer Assisted Qualitative Data Analysis
CBIE - Canadian Bureau for International Education
CCIE - Canadian Construction for International Education
CCSE - Canadian Society for the Study of Education
CIES - Canada’s International Education Strategy
CMEC - Council of Ministers of Education, Canada
COU - Council of Ontario Universities
DSI - Domestic Student Informant
EAIE - European Association of International Education
EIHE - Ethical Internationalism in Higher Education
ESN - Erasmus Student Network
FATDC - Foreign Affairs, Trade and Development Canada
GDP - Gross Domestic Product
HE - Higher Education
HEI - Higher Education Institution
IAU - International Association of Universities
ICE - International and Comparative Education
ILN - Internationalization Leaders Network
IMHE - Institutional Management in Higher Education
ISI - International Student Informant
M.A. - Master of Arts
MAESD - Ministry of Advanced Education and Skills Development

M.Ed. - Master of Education

MTCU - Ministry of Training, Colleges and Universities

N/A - Not Applicable

OECD - Organization of Economic Cooperation and Development

Ph.D. - Doctor of Philosophy

PR - Permanent Resident

SES - Socioeconomic Status

UN - United Nations

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNDP - United Nations Development Programme
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Chapter 1

1. Introduction

Socially, economically and politically, human society is growing ever more globally interconnected. Higher education and its institutions, both physical and virtual, continue to play a major contributing role in this process, acting as nexus points for diverse forms of exchange and collaboration between nations (Marginson, 2007). The 21st century has seen the expansion of the internationalization of higher education (Bray, 2003; Ninnes & Hellstén, 2005) as it has become an “integrated part of the overall strategy of institutions of higher education” (de Wit & Merkx, 2012, p. 55). According to a 2014 worldwide survey of the International Association of Universities (IAU), “53% of the respondents have an institutional policy/strategy and 22% report that one is in preparation; [furthermore] 16% indicate that internationalization forms part of the overall institutional strategy” (Egron-Polak & Hudson, 2014, p. 8). The same year 4.1 million students studied outside of their country of origin (UNESCO, 2016). According to data from the OECD (2016), “the number of foreign tertiary students enrolled worldwide increased by 50% from 2005 to 2012” (p. 329). This data suggests the significant position of the student body in the contemporary expansion of internationalization.

Educational stakeholders regularly describe the value of higher education internationalization as providing students with the socio-cultural currency to compete within globalized labor markets (Beck, 2013; Vavrus & Pekol, 2015), while offering academic, economic and political opportunities for higher education institutions and their governments (see Egron-Polak & Hudson, 2014; OECD, 2016; Hénard, Diamond & Roseveare, 2012; Shultz, 2015a). However, the neollowerly oriented processes of globalization, explained by Schugurensky (2013) as, “a wave of privatization and an increasing presence of market dynamics in social exchanges” (p. 293) have challenged universities facing the weakening of the welfare state, the decline of public funding and an increase in student enrollment (Khoo, Taylor & Andreotti, 2016; Schugurensky, 2013; Vavrus & Pekol, 2015). A growing number of higher education institutions (HEIs) around the world are relying on student tuition fees and other forms of non-state funding, which work to reinforce the neoliberal orientations of these institutions (Slaughter & Rhoades,
2004; Stein, Andreotti, Bruce & Suša, 2016). At the same time, this process of economic globalization has continued to influence highly uneven and competitive global relations (Altbach, 2004; Collins & Rhoads, 2010; Altbach, Reisberg & Rumbley, 2009). In recognition of the international trends toward expansion and commodification of the modern HEI through internationalization, attention to the ethical values guiding this process has come to the foreground within contemporary research and policy.

Within the contemporary discussion of ethics and internationalization, Canada represents an interesting case in consideration of recent internationalization policy developments as well as the contributions of Canadian International and Comparative Education (ICE) scholars to this discussion. At the national level, Canada has mirrored contemporary international trends in higher education. Since the mid-1980s, the processes of internationalization in Canada have progressively increased, represented by a growing commitment to the internationalization of higher education amongst Canada’s HEIs and a continuous influx of international students to Canadian campuses (Association of Universities and Colleges Canada [AUCC], 2011; Liu, 2016). According to a survey of the AUCC (2014), ninety-six percent of Canada’s universities have developed an internationalization strategy with over eighty percent identifying it as, “one of their top five planning priorities” (p. 4). However, within a provincially decentralized educational system, internationalization has presented a challenging overlap to management. Coordination issues between the national and provincial level have resulted in internationalization strategies being largely the purview of individual HEIs (Jones, 2008). However, recognizing international education as central to Canada’s “current and future prosperity” (Foreign Affairs, Trade and Development Canada [FATDC], 2014, p. 4), the Government of Canada supported the development of Canada’s International Education Strategy (CIES) in 2014, which was the first of its kind. One of the top priorities of this policy is to increase international student numbers to 450 000 by the year 2022 (CBIE, 2016). The internationalization policy defined here is one that views Canadian higher education as a viable marketplace and has been critiqued by Canadian ICE scholars for its attention to attracting the economic and academic elite (Shultz, 2015a; Stein & Andreotti, 2016) and for misconceiving the lived experiences of international students (Anderson, 2015; Scott, Safdar, Trilokekar & El Masri, 2015).
Responding to federal-level developments, the Association of Canadian Deans of Education (ACDE) developed the *Accord on the Internationalization of Education* (AIE) as a means to improve, “standards for ethical practices” across the provinces and within individual HEIs (ACDE, 2014, p. 2). The AIE promotes five main principles, “economic and social justice and equity across contexts and sites of educational practice; reciprocity as the foundation for engaging in internationalization activities; global sustainability; intercultural awareness, ethical engagement, understanding, and respect; and equity of access to education, regardless of socio-economic status or financial circumstance (ACDE, 2014, p. 6). However, within Canada’s education community, there is growing interest concerning how the principles of the AIE are influencing provincial HEIs in light of the federal economic imperatives for internationalization (Canadian Association of University Teachers [CAUT], 2013; Shultz, 2015a).

Within the field of ICE, gaps in the literature remain concerning, “the lack of understanding of the perspectives, practices, and experiences of the participants engaged in internationalization” (Beck, 2012, p. 136). International students represent one of the most visible signs of internationalization (Altbach, 1991; Hénard et al., 2012) and their recruitment is a key target of many HE internationalization policies (Ninnes & Hellstén, 2005), including those in Canada (Li & Tierney, 2013). Concomitantly, students studying domestically are positioned to interface with diverse international colleagues on campus. Contemporary Canadian research has advised that student experiences should inform internationalization policy and practice, to support ethical developments (Fang, Clarke & Wei, 2016; Guo & Guo, 2017). Furthermore, numerous education scholars have supported the need for additional empirical case studies to understand the practical applications and experiences of internationalization policies and strategies in context (Beck, 2012; Jones & Oleksiyenko, 2011; Larsen, 2015; Li & Tierney, 2013). Consequently, research on student representation in internationalization policy and their experiences of these policies in context warrant greater scrutiny to move towards ethical practices of internationalization.
1.1 Aims and Objectives

In response to the contemporary expansion and economic motivations of internationalization processes, both internationally and in Canada, it is the interest of this research to examine internationalization policies that directly address ethical values. This research aims to comparatively examine ethics-oriented internationalization policies at the international, national and institutional level through the representation and experiences of the student body. The rationale is to assess the influence of the AIE principles at the institutional level as made available for scientific study through the examination and analysis of the experiences of international and domestic graduate and doctorate students within the case of an education faculty in Ontario, Canada. To approach the aim and rationale of this research the objectives (obj.) include:

Obj.1: Analyzing the convergences and divergences of dominant themes relating to students as part of the overall ethics-oriented policies at the international and national level.

Obj.2: Examining how international and domestic students’ descriptions of the national AIE principles align with the policy conceptualizations.

Obj.3: Analyzing international and domestic students’ experiences of the AIE principles at the institutional level within the context of the case study of the Faculty of Education at River University.

Obj.4: Comparing the convergences and divergences of international and domestic students’ experiences related to the AIE principles within the context of the case study.

Obj.5: Assessing the strengths and weaknesses of the principles within the context of the case study through the analysis of student experiences.

Obj.6: Analyzing the findings using critical theoretical frameworks on internationalization.
1.2 Research Questions

The following research questions (RQ) are used to address the aims and rationale of the research:

**RQ1:** What are the dominant convergent and divergent themes that represent students as part of the overall ethics-oriented policies for internationalization at the international and national level?

**RQ2:** What are the convergences and divergences between international and domestic students’ descriptions and experiences of the AIE principles within their faculty?

**RQ3:** What are the strengths and weaknesses of how international and domestic students have experienced the influence of the AIE principles within their faculty?

These research questions relate to and condense the objectives of the research, which enables a succinct discussion of findings in Chapter Six.

1.3 Limitations and Delimitations of the Study

This research encountered limitations that were beyond the control of the researcher as well as delimitations which were parameters that the researcher consciously put in place; each of these aspects are reflected upon below.

1.3.1 Limitations

During the collection of qualitative interview data, language barriers were encountered. Speaking with international students whose first language was not English occasionally posed a challenge to mutual comprehension between researcher and respondent. To manage these barriers, the interview questions were rephrased when necessary, and occasionally words were defined to support informant comprehension. However, language barriers may have affected the credibility of the qualitative data collected from the international student informants.
The qualitative research strategy and the interpretivist epistemological approach share similar criticisms regarding their limitations. Taken together the qualitative interpretivist approach relies on subjective interpretations of the social world from the perspective of both the researcher and the researched. This subjective quality has been criticized for its potential for bias and lack of generalizability. However, the aims and objectives of this research center upon a qualitative case study of the social realities of students and thematic content from documents; the intention of the research is not to make generalizations to the wider population. Additional limitations concerning the trustworthiness criteria of the qualitative strategy employed will be discussed in greater detail in section 3.7.

1.3.2 Delimitations

At the outset of the research, the rationale focused upon descriptions, experiences, and actions of students concerning the AIE principles. However, the abductive analysis of the interview data determined that this focus was too extensive. To move towards reducing and exhausting the analysis of the data as findings emerged, it was determined that questions regarding students’ actions would not be included in the final analysis. Furthermore, informants were asked three additional question topics that were determined to be outside of the scope of the research. These questions focused upon global citizenship, critical thought and the future orientation for internationalization. All questions that were excluded from the analysis are identified in Appendix A.

Within the document analysis, the European Association of International Education (EAIE), International Student Mobility Charter was not included. This document provides a description of the main guidelines to support and promote international student mobility. The current research intends to determine what student-oriented themes emerge amongst the overall priorities identified in the ethics-oriented internationalization policies at the international and national level. Due to the fact that the Charter strictly prioritizes students and is not embedded within an overall ethics-oriented internationalization strategy, it was not analyzed for themes.
The IAU is a UNESCO-based organization and operates as a voice of UNESCO on topics of international higher education (IAU, 2017). For the sake of clarity, the IAU is introduced as a UNESCO partner organization but throughout Chapter 4 and 5 is referred to primarily as the IAU. This is due to the fact that the documents analyzed and cited are specifically published by the IAU.

Due to the provincially decentralized nature of the education system in Canada, the provincial level of education is included in the context section of the research in Chapter Four. A background on postsecondary education in Ontario serves to orient the discussion of the education system within which River University and the Faculty of Education are situated. However, Ontario is not included as a geographical/locational unit of comparison within the data analysis of this study as the research specifically focuses on data collected from the international, national and institutional levels.

1.4 Significance to International and Comparative Education

With the end of the Cold War and the turn of the 21st century, globalization has intensified the internationalization of higher education and the research upon it within the field of ICE (Bray, 2003). As Ninnes and Hellstén (2005) write, [t]he implication for comparative education research is that, as part of its engagement with globalization […] there needs to be an increased emphasis on the academic study of international education as a practice and of the diverse processes of internationalization” (p. 3). Considering ICE continues to be, “reshaped by events on the world stage” (Amove, 2013, p. 1), a contemporary concern of research within the field has been to critically assess in what ways internationalization is mirroring the processes and global power imbalances of economic globalization (see section 2.1.1.1.1) (Schultz, 2015a; Tikly & Bond, 2013; Torres & Schugurensky, 2002). As ethics-oriented policies and strategies for internationalization are broadly positioned against the growing superiority of market-objectives within HEIs across the globe, ICE scholars have a significant role to play in researching these dynamics (Vavrus & Pekol, 2015). As such, this research is significant in its contribution to the growing body of research examining the position of ethics in the processes of internationalization (see Khoo et al., 2016; Khoo, Haapakoski, Hellstén & Malone, accepted; Pashby & Andreotti, 2016; Stein, 2016). Additionally, as students are one the primary recipients of internationalization processes (Hellstén,
2008), comparing the experiences of international and domestic students is significant to the increased critical examination of the relationships and distinctions between these student groups within the research on higher education internationalization (see Glass & Westmont, 2014; Jones, 2017; Kenyon, Frohard-Dourlent & Roth, 2012). Furthermore, building on the work of critical and postcolonial scholars in the field of ICE, the theoretical frameworks (see section 2.2) implemented in this research contribute to a critical discussion of the contemporary power relations embedded in the internationalization policies and experiences analyzed, as the ethics of internationalization gains increasing importance within the field.

1.5 Structure of the Study

This research is comprised of six chapters, the first of which has already been introduced including the aims and objectives, research questions, the significance of the research to the field of ICE and the current structure of the study.

Chapter Two Key Concepts and Theoretical Frameworks is broken into two parts. The chapter first reviews relevant concepts related to the research, including the principles of the AIE. Secondly the chapter focuses upon the theoretical frameworks of the study including the critical theoretical framework of internationalization ideologies presented by Stier (2004) as well as the postcolonial articulations of internationalization presented by Andreotti, Stein, Pashby and Nicolson (2016).

Chapter Three Methodology describes the methodological underpinnings of the study. It outlines the interpretivist epistemological foundations of the research, the qualitative research strategy, the qualities of the case study and comparative design and its international elements. The purposive methods used for sampling context, participants and documents is then discussed. Following this, the methods used for data collection and analyses including documents and semi-structured interviews are described. The implementation of the analytical tool Nvivo and the methods of data analysis including document analysis and applied thematic analysis are then detailed to bring about research results. This is followed by a discussion of the limitations of the
qualitative research strategy by focusing on the trustworthiness criteria of the research. The chapter concludes by outlining any ethical considerations pertaining to the methods applied.

Chapter Four Context of the Study provides a contextual background on the Canadian education system at the national, provincial and institutional level of the university including the education faculty selected for the case study. For each level of governance, a description of the internationalization trends, including ethics-oriented strategies, are described.

Chapter Five Data Analysis and Research Findings is divided into four sections that address the thematic analysis of the data sources of the research. Section one introduces the organizations and policies that are analyzed in the document analysis in section two. Section two then addresses the dominant convergent and divergent themes representing students in the overall ethics-oriented strategies at the international and national level (Obj.1). Section three focuses upon the applied thematic analysis of semi-structured interviews, which consecutively analyzes the experiences of the AIE principles from first international and then domestic student informant data (Obj.3). Student descriptions of the AIE principles are included to analyze how their descriptions match the conceptualization within the AIE policy (Obj.2). Section four analyzes the convergences and divergences (Obj.4) as well as the strengths and weaknesses (Obj.5) of informant experiences of the AIE principles.

Chapter Six Discussion provides a discussion of the analysis findings. It applies the theoretical frameworks introduced in Chapter Two to the analysis findings of Chapter Five (Obj.6). It first discusses the analysis of convergent and divergent student-oriented themes from policy documents (RQ1) and their relationship to the theoretical ideology of idealism and the articulation of internationalization for the global public good. It then considers the theoretical orientation of the AIE, describing how it approaches the articulation of anti-oppressive internationalization, at least in theory. The AIE principles as they were described and experienced in practice by students are then discussed (RQ2). A discussion of the strengths and weaknesses of students’ reported experiences (RQ3) is then addressed in relation to ideologies of instrumentalism and educationalism as well as the articulation of internationalization for the global knowledge economy. The relationship of the AIE to the theoretically relevant concepts of relational
translocalism and ethical internationalism are then put into context. Final remarks and suggestions for future research conclude the study.
Chapter 2

2. Key Concepts and Theoretical Frameworks

This chapter consists of a description of key concepts and theories that are germane to this research. The key concepts are split into two sections. The first section looks at general concepts that are necessary to frame the current research. The second section, though no less significant to the research, specifically describes the key principles of the AIE through the use of contemporary literature on these topics and the operationalization provided within the policy. The chapter then focuses on the theoretical perspectives that have informed the study and will frame the discussion of findings. These include Stier’s (2004) critical framework of ideologies of internationalization as well as the postcolonial articulations of internationalization posed by Andreotti, Stein, Pashby and Nicolson (2016) as part of the Ethical Internationalism in Higher Education (EIHE) research project.

2.1 Key Concepts

The clarification of key concepts is essential to social research as these are identified to frame the research focus and to inform the audience of how they are being used (Bryman, 2012, p.8). A number of concepts are important to discuss as a means to frame this research. The topic of ethics in relation to internationalization requires a discussion of the interrelated concepts of globalization, internationalization, ethics and ethical internationalism. A discussion of policy and its use is essential considering the broad meaning of the concept and its significance to the methods of data collection employed in this research. Furthermore, the principles of the AIE are additional concepts that require discussion to signal how they framed the empirical study of students experiences of this policy and the subsequent analysis and discussion.
2.1.1 General Concepts

2.1.1.1 Globalization

Globalization is a phenomenon with far-reaching impact and no singular definition. However, globalization is seen as a primary factor in shaping the internationalization of higher education (IAU, 2012a; Rumbley, Altbach & Reisberg, 2012; Schugurensky, 2013) and is a central topic within the field of ICE (Arno, 2013; Ninnes & Hellstén, 2005). Consequently, a conceptualization of globalization must be approached. Conceptually, globalization has taken on different meanings across time (Scholte, 2005) and has been theorized across disciplines and philosophical perspectives. A broad definition offered by Andrew Jones (2010) describes globalization as, “the growing interconnectedness of and interrelatedness of all aspects of society” (p. 4). Tomlinson highlights the acceleration and complexity of globalization describing it as, “the rapidly developing and ever-densening network of interconnections and interdependencies that characterize material, social, economic and cultural life in the modern world” (Tomlinson, 2007, p. 352). Globalization is viewed as a multidimensional phenomenon that is commonly described as being driven by dimensions which include economics, politics, culture, institutions, technology and the environment, among others (Arno, 2013; Babones, 2007; Stromquist & Monkman, 2000). As Appadurai (2001) states, “globalization is inextricably linked to the current workings of capital on a global basis” (p. 4), which can be associated with the aforementioned drivers. However, disciplinary and epistemological differences in defining globalization have resulted in conceptual disagreements as well as the generation of a range of theoretical frameworks (Jones, 2010). At the risk of over simplification provided their complexity, the economic, political and cultural dimensions of globalization will be discussed.

2.1.1.1.1 Economic Globalization

According to Stromquist and Monkman (2000), economic globalization refers to, “practices favoring free trade, private enterprise, foreign investment and liberalized trade” (p. 1). This liberalization of macroeconomic processes of globalization is referred to as neoliberalism and
is premised on the importance of the market forces of free-market capitalism in social exchanges (Stromquist & Monkman, 2000; Schugurensky, 2013). Global markets and transnational corporations have been established as the primary actors facilitating economic globalization (Dicken 2007; Stromquist & Monkman, 2000). Economic globalization through neoliberal capitalism is, as Arnove (2013) describes, “the result of major transformations in the processes of producing and distributing goods and services, [and] is integrally related to changes in the international division of labor” (p. 2). These transformations are represented in how goods and services are produced and traded globally, while national economies are progressively integrating into regional economies (Arnove, 2013). The global knowledge economy is integrated into this neoliberal model as well, as education and knowledge development have become valuable tradeable services and goods.

Supporters of economic globalization see this as a means of developing global prosperity and democracy through world-wide economic cooperation (Roddick, 2001; Scholte, 2005), which is associated with modern perspectives of global development. Conversely, critics of economic globalization cite how this phenomenon has had an asymmetrical impact (De Lissovoy, 2010; Hoppers, 2000; Tomlinson, 2007) evidenced by the accumulation of capital and its benefits within regional blocks of Europe, North America and East Asia (Stromquist & Monkman, 2000). A primary concern of scholars critical of economic globalization is the hierarchical accumulation and redistribution of capital from wealthy Western economies to low-income nations and the impacts that this has on the autonomy of the receiving nation (Hoppers, 2000). Furthermore, economic globalization from a de/postcolonial perspective view this phenomenon as a neocolonial process whereby historically disenfranchised nations and people are subjected to the global economic development initiatives predominantly defined and driven by Western nations (De Lissovoy, 2010; Lingard, 2006; Rizvi, Lingard & Lavia, 2006). From this perspective, the concept of globalization itself is viewed to be defined by elite Western thinkers (Garson, 2016) whereby as a recourse, it is suggested to consider the plurality of definitions of globalization that include multidimensional orientations (Appadurai, 2001). Referring back to the relationship between neoliberalism and globalization, Scholte (2005) writes, “this wave of neoliberalism has often played a significant (albeit not necessary) facilitating role in respect of contemporary globalization” (p. 56). Fundamentally, neoliberal economic globalization is a major influential driver of globalization;
however, globalization is not intrinsically an economically neoliberal phenomenon (Scholte, 2005; Tomlinson, 2007), it is driven by other social forces as well.

2.1.1.1.2 Political Globalization

Political globalization, like cultural and economic globalization, has been defined from various theoretical and disciplinary perspectives. However, Ougaard (2004) describes a foundational characteristic of political globalization concerns the relationship between, “political processes and territorial states” (p. 1). A dominant orienting theme across the academic literature concerns how nation-state¹ sovereignty² and autonomy³ are changing form in the face of extraterritorial/international political expansion and its attendant domestic/national influence (Delanty & Rumford, 2007; Ougaard, 2004; Scholte, 2004). As Held, McGrew, Goldblatt & Peraton (1999) describe, political globalization is, “the extension of political power and political activity across the boundaries of the modern nation-state” (p. 49).

Aspects of the contemporary globalized world that cannot be strictly governed within the nation-state include, international telecommunication, global trade, global environmental issues as well as the definition and maintenance of international human rights, to name but a few. International political governance primarily concerns areas such as geopolitics, economics, socio-cultural matters, communication and the environment (Held et al., 1999). National governments now interface with a range of global actors including multinational corporations (MNCs), international non-governmental organizations (INGOs), international political organizations (e.g., United Nations, World Trade Organization), political regions (e.g., European Union), as well as the global civil society (Held et al., 1999).⁴ These multilateral influences upon the nation-state can be evidenced by the globalization of education reform initiatives; whereby, for example, global development projects such as the United Nation’s Sustainable Development Goals (SDGs) 2016-

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¹ Nation-state refers to the definition provided by Delanty and Rumford (2007) which includes the state within territorial bounds and its defined political community (p. 418).
² Sovereignty refers to the political authority to comprehensively govern over a defined territory (Held et al., 1999).
³ Autonomy refers to, “the capacity the state possesses to articulate and achieve policy goals independently” (Held et al., 1999, p. 52).
⁴ Global civil society refers to a collectively mobilized citizenry acting on global political issues (Scholte, 2004).
2030 continue to encourage member states to develop educational policies to meet goals determined by multiple nations (see section 5.2.1). As Scholte (2004) writes, “greater state orientation towards global constituencies is a fairly indisputable consequence of greater transplanetary connections in the contemporary world” (p. 12).

In the light of these global orientations, it has been reinforced by numerous scholars that the global political system is still constructed of states; however, governance has become a concatenation involving subnational, supranational and private actors at multiple sites that maintain degrees of autonomy in relation to the state (Cerny, 1997; Held et al., 1999; Ougaard, 2004; Scholte, 2004). These multiple sites of political governance are what Delanty and Rumford (2007) as well as Scholte (2004) refer to as polycentric, whereby political regulation occurs through the interconnections between, “municipal, provincial, national, regional and global sites” (Scholte, 2004, p. 3); each maintaining “overlapping spheres of jurisdiction” (Scholte 2004, p. 21). Held et al., (1999) and Rosenau (1992) refer to this diffuse form of governance as polyarchic focusing on the many actors involved. Globalization has posed the potential for national governments to forge global political representation through international agreements and organizational partnerships, while at the same time involving the expansion of political authority outside of national territory resulting from “intensive transboundary coordination and regulation” (Held et al., 1999, p. 81). However, as Ong (2002) describes, “the relative positions of nation-states in the global ranking of rich and poor countries influence the ways globalizing forces penetrate and rework their national spaces, and by extension, reorganize regional political spaces” (p. 235). The complexities of contemporary global flows (Appadurai, 1990) have diversely impacted rich and poor countries, while powerful political actors have been positioned to make significant decisions not only for their own nation-states but to have an influence upon political developments, globally (Held et al., 1999).

2.1.1.1.3 Cultural Globalization

Cultural globalization at its most fundamental refers to, “the mixing of cultures and its consequences” (Beerkens, 2004). This mixing of cultures has been facilitated by technological developments in transportation and communication that have intensified real and virtual global
cultural contact over the last half-century. A significant debate that works to define cultural globalization concerns whether the consequences of global cultural mixing result in cultural homogeneity or conversely cultural heterogeneity (Appadurai, 1990; Stromquist & Monkman, 2000). The homogenization thesis describes a loss in the diversity of cultural traditions, including values, customs and ideas (Jennings, 2011) to modern ways of living determined by Western standards (Pieterse, 2015; Tomlinson, 2007). Challenging this perspective, scholars such as Appadurai and Tomlinson have described the diversity of cultural possibilities through globalization. Tomlinson (2007) describes cultural globalization as resulting in heterogeneity, recognizing that Western cultural artifacts are disseminated globally but that their cultural interpretation and opposition take on diverse forms within different cultural contexts (p. 356). Appadurai recognizes that globalization involves, “instruments of homogenization” (Appadurai, 1990, p. 307), including dominant media forms and hegemonic languages. However, through the development of five dimensions of global cultural flows (technoscapes, ethnoscapes, mediascapes, financescapes and ideoscapes), Appadurai theorizes how the nature of the complexity of these contemporary flows limits cultural homogenization within the global cultural economy (Appadurai, 1990). The landscape of global flows signifies the interrelated nature of the economic, cultural and political manifestations of globalization, as each impact and react to one another.

2.1.1.2 Internationalization

Internationalization as it relates to higher education is, like globalization, a multifaceted and often-contested concept that has been defined by academics across disciplines in various ways (Knight, 2004; Guo & Guo, 2017). Internationalization is commonly conceptualized as a process that responds to globalization (Garson, 2016; Rumbley et al., 2012) as well as one that influences it (Beerkens, 2004); they are distinct though inter-related phenomena (Kreber, 2007). Rumbley et al., (2012) describes how “internationalization has long been considered the toolkit of responses available (primarily at institutional and national levels) to address the many and diverse opportunities and imperatives presented by the overwhelming forces of globalization” (p. 4). Furthermore, a regularly cited definition of internationalization within the field of education (see Guo & Chase, 2011; Li & Tierney, 2013; Liu, 2016; Guo & Guo 2017; Rumbley et al., 2012) is that put forward by Jane Knight (2004; 2011). Knight describes internationalization, at both the
national and institutional level 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 generic quality of this definition includes the various manifestations of the international element of higher education; including, for example, study abroad, distance education, offshore satellite campuses, international education internships or the development of internationally oriented curriculum for students at home (Hénard et al., 2012; Schugurensky, 2013). However, the general and wide use of Knight’s definition resulted in her stating that “internationalization has become a catch-all phrase used to describe anything and everything remotely linked to the global, intercultural or international dimensions of higher education and is thus losing its way” (Knight, 2014, p. 76). As a recourse, what Knight and other scholars (see Stein et al., 2016) have suggested is focusing not on a redefinition of internationalization but on addressing, “the fundamental values underpinning it” (Knight, 2014, p. 76). From this perspective, internationalization is viewed as a process that is not value-free. The theoretical frameworks used to describe the different values influencing this process will be discussed in section 2.2.

2.1.1.3 Ethics and Ethical Internationalism

Moving towards an understanding of the ethics of internationalization, a definition of ethics and its representation within the internationalization literature is necessary. Ethics is a branch of philosophy that is fundamentally concerned with, “the quality and the basis for actions that are considered – from a moral perspective – as good or bad, or as acceptable or unacceptable” (Ismaili, Imeri, Ismaili & Hamiti, 2011 as cited in Hénard et al., 2012, p. 32). However, ethics are contextually determined, whereby, “ethics are formulated, situated, and negotiated within and between particular socio-historical contexts, collectivities, subjectivities, and power relations” (Stein, 2016, p. 6). Ethical values within contemporary HEIs are codified through the specific institutional code of ethics and the values of universal human rights (Marginson, 2007). However, through the processes of internationalization, the determination of shared ethics is a considerable challenge for the different levels of educational governance as cross-cultural relationships bring diverse ethical value systems to the foreground (Rumbley et al., 2012).
The topic of ethics as it relates to internationalization is represented in the literature as of contemporary relevance; research focused explicitly on this topic has all been published within the 21st century, with the majority being published within the last decade. There are no clear definitions regarding the ethics of internationalization addressed in the literature, but two overarching thematic orientations become apparent, which include a focus on ethical concerns as well as a focus upon ethics-oriented concepts.

Although there are many ethical concerns presented by the complexities of internationalization, there are three dominant and interrelated concerns that are prevalent in the literature. An overarching concern refers to the influence and effects of neoliberal economic globalization upon internationalization processes (Enslin & Hedge, 2008). This concern is described by Garson (2016) as, “the international expansion of markets, private funding, and education as a capitalist venture through a focus on marketization without borders, whereby financial gain often supersedes concerns about the public good” (p. 24). Internationalization from a primarily market-driven orientation, focusing upon, “outputs, in terms of numbers or activities rather than outcomes for learning” (Garson, 2016, p. 21) has been described as challenging the quality of education (Prisacariu & Shah, 2016) and the quality of experiences of those involved (Khoo, 2011; Kreber, 2007). Linked to the neoliberal motivations of internationalization is the concern for how this phenomenon is reinforcing the North/West domination of higher education and how this perpetuates global socio-political and economic asymmetries (Garson, 2016; Torres & Schugurensky, 2002. A related concern is in regard to epistemic dominance (Andreotti et al., 2016; Khoo et al., 2016; Stein, 2016), whereby knowledge creation and dissemination becomes the purview of prestigious Northern/Western HEIs, resulting in, “a loss of intellectual and cultural autonomy for those who are less powerful” (Altbach, 2004, p. 9). Each of these ethical concerns addresses the uneven positioning of relationships of power through the processes of internationalization.

In addition, the literature on ethics within the ambit of internationalization focuses upon ethics-oriented concepts; these are identified within the literature as important to move towards ethical processes of internationalization. These concepts include, among others, research concerning human rights and social justice (Hébert & Abdi, 2013; Guo & Guo, 2017; Shultz,
2013), intercultural awareness (Patel & Lynch, 2013), global citizenship (Khoo, 2011; Shultz, 2011) and global sustainability (Ilieva, Beck & Waterstone, 2014; Pashby & Andreotti, 2016). Each of these concepts is concerned with the well-being of education stakeholders in the face of the concerns previously described. These concepts have become relevant, to varying degrees, within policies promoting ethical internationalization processes. Many of these concepts will be discussed further in this chapter as well as in the data analysis section in Chapter Five and the discussion of findings in Chapter Six.

As a means to engage critically with the concerns and values underlying the ethics of internationalization, a growing body of literature has addressed the concept of ethical internationalism (see Haapakoski & Pashby, 2017; Khoo et al., 2016; Pashby & Andreotti, 2016), within which a definition has been approached. This concept has been forwarded by the research consortium Ethical Internationalism in Higher Education (EIHE) that was mentioned previously. The EIHE is an international research group with a focus on critically addressing the “global imperatives imposing upon internationalization” (Hellstén, 2017, n.p.). These imperatives include the market-driven motivations of internationalization catalyzed by financial crisis and how this is challenging higher education’s ability to support ethical practices (Andreotti, 2013). The scholars that have approached a definition of ethical internationalism have done so using de/postcolonial theoretical frameworks (see section 2.2), which critique the neoliberal motivations of internationalization and work to deconstruct the Euro-American values of development and modernity that are described as underpinning the contemporary processes of this phenomenon (Khoo et al., 2016; Pashby & Andreotti, 2016; Stein & Andreotti, 2016). From a decolonial perspective, Pashby and Andreotti (2016) offer a working definition of ethical internationalism, one which is, “premised on a commitment to: intelligibility, making inequities and inequalities visible and articulating some of the taken-for-granted assumptions and paradoxes at their core; dissent, engaging in the complex task of resisting the rules, principles and precepts that reassert inequities, while acknowledging our complicities; and solidarity, coming together across and with difference” (p. 775). Critical researchers have described how ethical approaches to internationalization can become intertwined with market motivations to promote the attractiveness of an education system (Guo & Chase, 2011; Stein, 2016) or that projects that promote ethical principles, in theory, can be left not fully realized in practice (Guo & Chase, 2011). Ethical
internationalism is, therefore, a concept that calls for consistent critical reflection as a means to, “make intelligible the potential reproduction of unequal power relations” (Haapakoski & Pashby, 2017, p. 2), even as they exist within ethical approaches to internationalization.

2.1.1.4 Policy

Having addressed ethics related to internationalization, it is necessary to turn to the concept of policy as a means of analyzing the ethics-oriented internationalization policies, which represent a unit of analysis of the research. There is no singular definition for policy (Ball, 1993), however, a definition is approached to bring clarity to the intentions and interpretations of the research. As Yang (2007) describes, “policy can cover a very broad arena and can be understood and used in various ways, including plans, decisions, documents and proposals” (p. 244). For this research, policy is used to refer to the various online publications made by international and Canadian organizations that address ethical values as part of an overall strategy for internationalization. Ball (1993) describes policies as, “interventions into practice” (p. 12) as these are developed with the purpose of influencing actors within the social world. However, policies and their processes and outcomes are strongly context-dependent (Ball, 1993; Yang, 2007). This is a prevalent perspective maintained in the field of ICE, whereby analyzing and comparing education policy in relation to its specific socio-political context is strongly advised (Bray, Adamson & Mason, 2007). Therefore, the policy documents analyzed for this research are addressed in terms of the specificities of the geographic/locational level of comparison, as positioned by the Bray and Thomas Cube (section 4.3), as well as their specific organizational contexts.

2.1.2 AIE: Principle Concepts

What follows is an operationalization of the concepts which comprise each of the principles identified in the AIE. Due to the relevance of these concepts to analyze student descriptions and experiences of the principles, that they refer to, a consistent conceptualization of their use is necessary. For each principle, an operationalization of the concept is provided using the literature and this is then conceptually connected to a proceeding definition provided by the AIE.
Global sustainability has multiple definitions which are developed in context and influenced by whether it is discussed in terms of environmental, social, and/or economic characteristics of sustainability (Brown, Hanson, Liverman & Merideth, 1987; Ilieva et al., 2014; Wright, 2009). These are commonly referred to as the three pillars or three goals (Pezzey & Toman, 2002) of sustainability. Each of the three pillars is described as interdependent (Murphy, 2012). Sustainability itself generally refers to meeting, “the needs of the present without compromising the ability of future generations to meet their own needs (World Commission on the Environment and Development, 1987 as cited in Bromley, 2008, p. 113). The conceptualization of the three pillars coheres to the general definition of sustainability provided. The environmental pillar refers to the conservation of finite natural resources for current and future generations (Wright, 2009). The social pillar is variously defined in policy and research and ultimately encapsulates national, international and intergenerational social welfare objectives, which are many (Murphy, 2012, p. 15). Murphy (2012) has identified four pre-eminent concepts of the social pillar through a review of international policy on sustainability. These concepts include, equity in reference to fair distribution of social resources for individuals to have equal opportunity to meet their potential; awareness for sustainability, which refers to popular education on sustainability and its issues; participation, which refers to the inclusion of many voices in sustainability deliberations; and social cohesion, which refers to the safety and quality of life of the population (Murphy, 2012). In addition, a simplified definition of the economic pillar concerns the equitable maintenance of economic growth through the balancing of the consumption of finite resources and the production of renewable resources for intergenerational use (Vitalis, 2003).

The UN Decade for Education for Sustainable Development (2005-2014), followed by the 2030 Agenda for Sustainable Development has brought global attention to the relationship between sustainability and education; the latter agenda directs increasing attention to the potential of higher education. HEIs have the potential to establish and disseminate knowledge on sustainable development as a means to assist both educational institutions and the local/global community (Teferra, 2014); a perspective that has been reinforced by numerous academics (see Filho, 2002) and international organizations (see Teferra, 2014). However, there remains a persistent and
growing critique surrounding the role of HE internationalization in the process of global sustainability. With the current focus on economic sustainability, as a bottom line for internationalization practices, critical questions remain as to what exactly is being sustained through internationalization and for the benefit of whom (Andreotti, 2011; Haigh, 2008; Ilieva et al., 2014; Pashby & Andreotti, 2016; Wright, 2009). For the purposes of this research, global sustainability is addressed in terms of the aforementioned pillars of environmental, social, and economic sustainability as they relate to internationalization processes.

In discussing global sustainability, the AIE also identifies the three pillars of sustainability. The AIE raises concerns towards the outcomes of international projects when, “financial goals supersede the educational, research and community building goals of the programs or institution” (ACDE, 2014, p. 3). To mitigate this process, the AIE orients its focus towards “a relational motive, rather than a profit motive” for sustainability. It identifies that sustainability in international projects, “requires attention to financial, relational, and conceptual sustainability” (ACDE, 2014, p. 7). It additionally encourages stakeholders to take care in addressing the environmental costs of internationalization. By promoting the sustainability of internationalization through social, environmental as well as economic characteristics, the AIE describes the potential for Canadian universities to build sustainable relationships that are guided by the additional principles outlined by the AIE (ACDE, 2014, p. 3).

2.1.2.2 Equity

The concept of equity is challenging to succinctly define without oversimplification of the political and philosophical conversations which surround it (see Rawls, 1971; Roemer, 1998; Sen, 2009). Fundamentally, the distribution of resources and how the needs/capabilities of individuals in society are being addressed are the subjects of the equity discussion. When it comes to education, the operationalization of equity and the determination of equity policy is developed within the socio-political contexts of national and local governments (Clancy & Goastellec, 2007) while bearing influence from intergovernmental organizations such as UNESCO, the OECD and the World Bank. Amongst these stakeholders and within OECD countries, common characteristics defining equity relate, in varying degrees, to improving educational access and educational
outcomes, with a focus upon the redistribution of resources to support disadvantaged and/or marginalized individuals and groups (OECD, 2012; 2014a; Santiago, Tremblay, Basri & Arnal, 2008; Schleicher, 2014; UNESCO, 2017; World Bank, 2014). The contemporary publications on equitable higher education commonly promote the economic advantages of increasing access and outcomes for greater numbers within the national population so that they may participate within and contribute to the global knowledge society (Rizvi & Lingard, 2009; Marginson, 2011; Sellar & Gale, 2011; Peercy & Svenson, 2016).

Within the AIE, equity is described as a principle, a practice and a commitment for internationalization processes. As a principle, equity is to be applied “across contexts and sites of educational practice” and is described in terms of equitable access, “regardless of socio-economic status or financial circumstance” (ACDE, 2014, p. 6). Regarding practice, equity is incorporated into the promotion of ethical teaching and research partnerships. Equitable practices are to be implemented in the exchange of knowledge between individuals both within and through academic practices and institutional relationships/partnerships. Further framing the principle and practice of equity, the AIE describes the ACDE’s commitment to equitable internationalization regarding, “transparency and accountability in the design, delivery and communication of internationalization activities” (ACDE, 2014, p. 11). Within this study, the researcher focused specifically on economic equity, addressing how this AIE principle was prioritized to increase access for students from lower socio-economic backgrounds.

2.1.2.3 Social Justice

The concept of social justice is defined in various ways. According to North (2008) this concept, “can and does encompass a wide range of educational objectives, procedures and processes” (p. 1184). The interpretation of this concept is influenced by the perspective from which it is approached, including temporal (e.g., historical or contemporary), geospatial (e.g., local or global) as well as from the philosophical point of view. At its most fundamental, Shultz and Viczko (2016a) define social justice as, “the fairness of conditions of distribution of benefits and burdens in society” (p. 2), which is commonly extended to discussions of rights and conflicting issues. Elements of this definition are implicitly or explicitly shared amongst many education researchers
(Griffiths, 1998; Khoo et al., 2016) and Western education policies (Rizvi & Lingard, 2009). However, the determination of what is considered fair and who decides poses considerable challenges when implementing a common conception of social justice, particularly outside of the national frame, at the level of the international or the global (Samier, 2016; Shultz, 2015b; Shultz & Viczko, 2016a).

As one of the principles in the AIE, social justice is described as both a philosophy and a praxis. Philosophically, the AIE describes the concept from an de/postcolonial perspective which intends to, “move beyond the ethnocentric, hegemonic, depoliticized, and paternalistic historical patterns of engagement” (ACDE, 2014, p. 3). The practical objectives associated with social justice focus on critically examining how international strategies may reinforce the exclusivity of the university if resources are allocated to international strategies and away from Canadian citizens. As such, the AIE couples social and economic justice together to highlight the strategy to make higher education more economically equitable. Furthermore, social justice is described in the AIE as a principle guiding curriculum internationalization. A description of practical implications for curriculum internationalization provides a further elaboration of the concept of social justice. This description includes the support for a diversity of knowledge forms and ways of knowing; diversity of representation of teaching staff; multilingualism, representation of marginalized groups; recognition of and critical reflection upon histories of disenfranchisement; and emphasizing the knowledge and needs of the Indigenous people of Canada (ACDE, 2014).

2.1.2.4 Intercultural Awareness

Within the literature on internationalization, there are various concepts used to generally describe the development of relationships between cultural actors that are based on mutual understanding, recognition and respect for cultural differences. Intercultural awareness is one of these concepts, alongside intercultural knowledge (Scott et al., 2015), intercultural understanding (Myles & Cheng, 2003) and intercultural competence (Leask, 2009; Deardorff & Jones, 2012; Stier, 2006), among others (see Fantini, 2009). These concepts are based upon interactions and communication, ‘inter’ or between cultures. The intercultural element, as Spencer-Oatey and Franklin (2009) define is, “one in which the cultural distance between the participants is significant
enough to have an effect on interaction/communication that is noticeable to at least one of the parties” (p. 3). The dimension of intercultural communication involves, “a transactional, symbolic process involving the attribution of meaning between people from different cultures” (Gudykunst & Kim, 2003, p. 17). As a process of communication between cultures, the development of the intercultural requires acute attention to the range of complexities represented by the diversity of individuals engaged in the communicative process (Stier, 2006).

This conceptualization of intercultural skills development is aligned with the elaboration of the principle of intercultural awareness described within the AIE. The benefits to arise from the development of intercultural awareness are described as, “opportunities for individual and collective reflection, creative collaborations, cooperative action, and educational transformation” (ACDE, 2014, p. 3). As a means to support the benefits outlined, the AIE promotes, “sustained and supported intercultural contact” (ACDE, 2014, p. 3) while addressing, “historical processes that maintain unequal relations of power between different economic and social groups” (ACDE, 2014, p. 9). The AIE approaches intercultural awareness from an de/postcolonial perspective that recognizes that cultural awareness is not achievable if interactions are not acknowledged as embedded in histories of cultural oppression and domination.

2.1.2.5 Reciprocity

Reciprocity is a contested concept and although the term is used within the literature on internationalization, its meaning is frequently implied without investigation (Shiel & Jones, 2016). Generally speaking, the concept refers to an exchange of mutual benefits between actors (Ilieva et al., 2014; Jenkins, 2015; Zuchowski, Gopalkrishnan, King & Francis, 2017); the moral ideal embedded within it is the balancing of relationships of power (Wimmer, 2016). However, the nature of the benefits of the exchange are context specific, as Jenkins describes, “the goods that are received and the obligations that are triggered cannot be specified separate from the context” (Jenkins, 2015, p. 313). Consequently, a detailed operationalization of reciprocity is dependent upon and the result of a critical examination of what relationships of exchange are being negotiated, their economic, political and sociocultural nature, and how these relationships take shape in context (Zuchowski et al., 2017).
Focusing on benefit potential and practical applications, the AIE describes reciprocity as, “the foundation for engaging in internationalization activities” (ACDE, 2014, p. 6). The benefit of reciprocity is described as the potential to develop collaborative partnerships that move beyond historical power imbalances to promote “mutual growth and respectful development” among diverse ethno-cultural groups (ACDE, 2014, p. 3). As a means to benefit from this perceived potential, the AIE calls for the practical application of reciprocity in the development of teaching and research partnerships. The practices of reciprocity include, cultural and political awareness and sensitivity; solidarity with marginalized communities and Indigenous groups; bi-directional flows of knowledge; jointly developed and clearly articulated internationalization partnerships/relationships; as well as, regular assessments of short and long-term partnership impacts informed by evidence (ACDE, 2014, p. 8). For the purposes of this research, reciprocity is addressed in terms of the bi-directional flow of knowledge between international and domestic students and teaching staff.

This section has provided an overview of the concepts that are central to the research, including a discussion of the AIE principles and their operationalization within the policy document. What follows is a discussion of the theoretical frameworks which will be employed in the discussion of the findings of the data analysis.

2.2 Theoretical Frameworks

Informed by the contemporary literature on ethics and internationalization, this research employs critical and postcolonial theoretical frameworks. The critical perspective according to Vavrus & Pekol (2015), “insists on attention to relations of power that shape the encounter between self and the cultural Other, and between institutions with different degrees of prestige and financial resources” (p. 8). The critical and postcolonial perspectives have been utilized to deconstruct asymmetrical relationships of power as they relate to the processes of internationalization (see Stier, 2004; Andreotti et al., 2015). Additionally, the postcolonial perspective, which is part of the critical theoretical tradition, expressly highlights the relationship of societal power structures to colonial histories of oppression and exploitation (Bhambra, 2014; Stein, 2016; Stein et al., 2016).
Theoretical discussions of colonialism refer to the historical expansion of European rule throughout Africa, Asia, the Americas and the Pacific, beginning in the 15th century and it concerns its lasting contemporary impacts despite formal decolonization processes throughout the early 20th century (Stein, 2016). As Torres (2006) describes it, colonialism was a process of forced, “modernization through territorial, political, and technological invasion from industrially advanced societies over less technologically developed societies” (p. 541). Decolonial and postcolonial theory share much in common, their differences made apparent primarily through the geographic roots of the tradition and time frame of colonial critique (Bhambra, 2014). Both theoretical perspectives provide a critique of modernist Enlightenment thought based on, universal reason, unilineal historical development, national sovereignty and individualism (Torres, 2006; Bhambra, 2014). Fundamentally, these theoretical perspectives critique the ethnocentric forms of knowledge production that have resulted from the widespread dissemination of the modernist episteme (Andreotti, 2011; Andreotti et al., 2015; Welch, 2007). To maintain continuity within the research, the term postcolonial will be used within the body of the research as it is aligned with the theoretical framework of Andreotti, Stein, Pashby and Nicolson (2016) discussed in section 2.2.2.

2.2.1 Stier’s Ideologies of Internationalization

To approach a theoretical discussion of the ethical values guiding internationalization, Stier’s framework for critiquing internationalization ideologies will be implemented. This framework is well cited in the contemporary literature as means of conceptualizing the dominant ideologies guiding internationalization (see Beck, 2013; Castro, Woodin, Lundgren & Byram, 2016; James, Cullinan & Cruceru, 2013; Stein, 2016), particularly within wealthy Western nations (Ilieva et al., 2014). As Stier describes, “the realization that internationalization in itself is an ideological endeavor is essential. For these reasons, there is need for scrutiny” (Stier, 2004, p. 95). Taking a critical perspective, Stier’s conceptual framework identifies the power structures that are the basis for dominant internationalization ideologies.

According to Stier (2004), ideology refers to the “set of principles, underpinnings, desired goals and strategies that structure actions and beliefs of international educators- administrative and
teaching staff alike—groups, organizations and societies” (p. 85). For educational stakeholders, these ideologies can be both consciously recognized or unconsciously used as a “frame of reference” (Stier, 2004, p. 85) for one’s actions and decisions; in other words, internationalization ideologies can be both implicit and explicit.

Stier’s framework outlines three “ideal types” regarding the ideological approaches to internationalization in higher education, types which are not mutually exclusive; education stakeholders can vacillate between these ideological types and there are overlaps in their conceptualization (Stier, 2004, p. 88). These three ideological approaches include idealism, instrumentalism and educationalism. Each of these ideologies holds a normative perspective of internationalization whereby it is valued as something that is, “desirable, beneficial and crucial” (Stier, 2004, p. 93). These distinct but overlapping ideologies maintain specific visions, foci, goals, strategies and critiques, as outlined by Stier (2004; 2006; 2010).

2.2.1.1 Idealism

As an ideological perspective, idealism supports the normative value of internationalization as something that is good (Stier, 2004; 2006) and desirable (Stier, 2010). The belief maintained by idealism is that internationalization, “can contribute to the creation of a more democratic, fair and equal world” (Stier, 2004, p. 88). The goal of this ideology is to encourage the development of morally good and conscious citizens, through the strategies of advancing and disseminating global knowledge and insights that are grounded in empathetic relationships (Stier, 2004; 2010). However, this perspective has been critiqued for its connection to the development objectives of the modern period (Stier, 2004), whereby international cooperation and education are seen as beneficial services provided to less economically wealthy countries as a means of reaching the standards of Western development (Stier, 2004). The ideals outlined by this ideology are those commonly determined by the value systems of wealthy nations (Stier, 2004). Stier consequently problematizes the idealist perspective for the victimization inherent in its paternalistic charitable strategies and for its Western ethnocentric focus (Stier, 2004, 2006, 2010).
2.2.1.2 Instrumentalism

The instrumentalist ideological perspective maintains a pragmatic and economic mentality towards internationalization, where the focus is the global market. This view holds that internationalization is a means to increase profit and promote sustainable economic growth. The strategies of this ideology include attracting international student fees and a competent international student population, with the potential to participate as a locally trained workforce (Stier, 2004). Fundamentally, international education is viewed as preparing students for the global capitalist economy. This ideology promotes skills such as lifelong learning, inclusive education and intercultural competencies, as a means to increase and strengthen a globally competent population that is flexible to the changeable international market (Stier, 2004; 2006). An international education is thus seen as a global commodity (Stier, 2003; 2004), one that can and should be strategically bought and sold. The critique of this perspective, offered by Stier (2004) alongside others (Beck, 2012; Blanco Ramirez, 2014; Ilieva et al., 2014; Vavrus & Pekol, 2015), is the effect that this ideology has in promoting cultural hegemony and exploitation by wealthy Western nations. The instrumentalist perspective promotes brain drain and increased disparity between nations, as the one-way flow of competent students from economically developing nations are recruited to play an instrumental financial role in the education systems and economies of the Western world, without an equal return on resources (Marginson, 2006; Robertson & Scholte, 2007).

2.2.1.3 Educationalism

From the ideological perspective of educationalism, internationalization is viewed as an intercultural learning experience that promotes human development. This perspective focuses on teaching methods and curriculum (Stier, 2010), wherein the role of education is to go beyond recognizing cultural similarities and differences and move towards, “understanding, scrutinizing and respecting them” (Stier, 2004, p. 92). Self-reflection in intercultural learning environments is viewed as a catalyst to recognizing the subjective nature of social reality and consequently de-essentializing one’s cultural perspectives and challenging biases (Stier 2004; 2006). Additionally, educationalism supports training stakeholders on human and legal rights (Stier, 2010). However,
criticisms of the ideology of educationalism have also been forwarded by Stier (2004; 2006). This ideology runs the risk of oversimplifying challenging global socio-political phenomena through the view that individual education can be a “wonder cure par excellence for coming to terms with poverty, inequality or exploitation” (Stier, 2006, p. 5). Furthermore, within intercultural learning environments, there is a risk of “academicentrism,” which is the conviction that the teaching and learning methods of the host society are superior (Stier, 2004; Ilieva et al., 2014).

Stier himself concedes that there are limitations to this ideological framework in that it does not fully encapsulate the range of diverse activities and motivations across internationalization processes. Once again, these ideologies are normative views that are dominantly represented in internationalization policies and institutional practices. Furthermore, although Stier’s framework looks to critically analyze power structures in place within internationalization ideologies, the framework has itself been critiqued for not challenging whether internationalization should continue (Ilieva et al., 2014). Stier (2004) contends that a critical view of internationalization is meant to work towards better internationalization policies and practices (p. 95), implying its inevitability and potential, which is left unchallenged.

2.2.2 Postcolonial Articulations of Internationalization

In addition to Stier’s critical perspective of internationalization ideologies, the postcolonial perspective of Andreotti et al., (2016) is implemented. Andreotti et al., (2016) addresses colonial legacies to understand how contemporary approaches to internationalization reflect and reposition these power structures when responding to neoliberal processes of economic globalization. To move towards alternative possibilities for internationalization Andreotti et al., (2016) have challenged educational stakeholders to identify and unlearn complicities and complacencies in Western colonial logics.

Andreotti et al., (2016) have developed a social cartography that identifies four articulations for internationalization, which include internationalization for the global knowledge economy, internationalization for the global public good, anti-oppressive internationalization and relational translocalism. Articulations, according to Andreotti et al., (2016) concern the
interpretations of internationalization that are connected to as Callan writes, “the varying rationales and incentives for internationalization, the varying activities encompassed therein, and the varying political and economic circumstances in which the process is situated” (p. 16, as cited in Andreotti, 2016, p. 92). Implementing this definition, the articulations of Andreotti et al., (2016) are comparable to the ideologies as defined by Stier (2004, p. 85) (see section 2.2.1), whereby they frame the interests and actions of internationalization by actors within varied social contexts.

The social cartography of Andreotti et al., (2016) has been developed and implemented collectively within the EIHE project to challenge the modern/colonial global imaginary as it relates to the contemporary articulations of internationalization identified. What this imaginary refers to is an enduring and dominant worldview that was founded on colonial exploitation and is perpetuated through Western-dominated global capitalism and ongoing systemic oppression (Andreotti et al., 2016; Stein et al., 2016). Stein et al., describe this global imaginary as, “rooted in philosophical and political economic traditions that presume the universal value of Western knowledge and values, re-center the individual, and place the capitalist market and nation-state above critique” (p. 4). The articulations presented address the ideologies of Stier while also providing a postcolonial perspective that is positioned to identify contemporary internationalization processes as they relate to the modern/colonial global imaginary.

2.2.2.1 Social Cartography

To situate the articulations of Andreotti et al., (2016) within their methodological framework, the characteristics of social cartography are necessary to describe. Social cartography is a comparative methodological approach for mapping and comparing the diversity of social reality that uses “visual dialogue” (Liebman & Paulston 1994, p. 244) to move beyond dominant discourses. This framework originally developed from a postmodern ontology, which was described by the founder Robert G. Paulston (1999) as, “an anti-essentialist view where reality constructs are seen to resist closure and where multiple and diverse truth claims become part of a continuous agonistic, or contested, struggle” (p. 440). In recognition of the increasing complexity
of educational phenomenon, this approach was formulated as a means to involve the plurality of perspectives of multiple and varied stakeholders, which challenges positivist claims to absolute truths (Yamamoto & McClure, 2011). Andreotti’s collaborative work within the EIHE project effectively employs a social cartography to critically discuss the, “complexities, tension and paradoxes” (Stein et al., 2016, p. 15) of internationalization, as this methodology invites reflexivity towards the researcher’s complicities, alongside an ongoing critical dialogue of analyses regarding social and educational change (Paulston & Liebman, 1993). What follows is an overview of the four articulations that constitute the social cartography of Andreotti et al., (2016) along with their relationship to the described dominant global imaginary and the internationalization ideologies of Stier.

2.2.2.2 Internationalization for the Global Knowledge Economy

From the perspective of this articulation, the policies and practices of internationalization are framed by the importance of developing and competing in the global knowledge economy, where higher education becomes essential to success in this endeavor. From this articulation, as Stein et al., (2016) describe, “internationalization initiatives are subject to careful cost-benefit analyzes, and relationships are assessed according to their potential for calculable gain” (p. 6). Focused on the global market, internationalization for the global knowledge economy is similar to Stier’s instrumentalist ideology, where higher education is viewed as a commodity and investment to “meet the demands of the capitalist, global and multicultural world” (Stier, 2004, p. 90). In both respects, education focuses on training students to develop globally marketable skill-sets. Stier’s critique of instrumentalism holds true with Andreotti et al., (2016) who describe how internationalization for the global knowledge economy promotes Western knowledge forms. These knowledge forms are valued as economically productive and attractive to non-Western economically developing populations (Stein et al., 2016). In this way, Andreotti’s articulation (as elaborated upon by Stein et al., 2016) presents similarities to Stier’s idealist ideology in that Western knowledge forms are viewed as a productive and benevolent service to better the World through humanitarian development pursuits.
2.2.2.3 Internationalization for the Global Public Good

Internationalization from this articulation is viewed as producing global public goods including, democracy, prosperity, good governance and knowledge (Andreotti et al., 2016). Contributing the concept of the global public good to the field of International Higher Education, Marginson (2007) describes that this is, “the key to a more balanced, globally-friendly, ‘win-win’ worldwide higher education environment” (p. 331 as cited in Stein et al., 2016, p. 7). From this articulation, internationalization is seen as a means to produce universal knowledge forms that can benefit the nation and the globe, similar to the global knowledge articulation. However, the emphasis is placed on increasing access to higher education, not specifically for economic gain, but out of a commitment to enhancing the overall quality of life (Andreotti et al., 2016). This articulation shares further similarities with Stier’s idealism ideology where creating a better world through the development of global knowledge is highlighted. However, like with the ideology of idealism, the dominance of Western HEIs in the development of the articulation of the global public good is not critically addressed as, “Western universities’ historical and ongoing complicity with racial, colonial and economic violence, both domestically and abroad” are largely ignored (Stein et al., 2016, p. 8). For example, Western institutions that attract the greatest number of international students worldwide determine the appropriate cultural and academic codes that students must conform to in order to succeed. Consequently, access to an international education risks Western cultural hegemony in the service of increasing a Euro-American-determined global public good. In its efforts to universalize knowledge, the global public good excludes knowledge forms that challenge this articulation as Western dominated and exclusionary (Stein et al., 2016).

2.2.2.4 Anti-Oppressive Internationalization

Anti-oppressive internationalization takes a social justice orientation towards internationalization; it addresses the issues involved with the global knowledge economy and the global public good, which presuppose higher education as benevolent and beneficial (Andreotti et al., 2016). Anti-oppressive internationalization challenges the asymmetries in place in Western-driven global knowledge economies and problematizes the Western determination of what is considered the global public good (Stein et al., 2016). This articulation focuses on systemic change
through, “an expressed commitment to center oppressed peoples, their knowledge, and their visions for justice and change, rather than to import and assert dominant Western knowledge or values” (Stein et al., 2016, p. 9) as well as to support and defend, “those who may be harmed by unethical internationalization programs and policies” (Andreotti et al., 2015, p. 94). Like the previous articulations, however, anti-oppressive internationalization still maintains a view of internationalization that serves an instrumental purpose. It serves to center social justice issues but in doing so is described as distancing itself from involvement in these processes, moving towards an “individual or institutional innocence from complicity in harmful structures” (Stein et al., 2016, p. 11). This articulation, therefore, runs the risk of being paradoxical; in its attempts to address social justice issues, it perpetuates the problem by distancing actors from their complicities (Andreotti et al., 2016; Stein et al., 2016).

2.2.2.5 Relational Translocalism

The articulation of relational translocalism looks to reimagine the values guiding internationalization. It is similar to the anti-oppressive articulation in its recognition of Western patterns of dominance, which exist through the policies and practices of internationalization, which promote the global knowledge economy and the global public good. Where this articulation diverges from the anti-oppressive perspective is in its focus on a self-reflexive practice of recognizing one’s complicities in the oppressive practices of internationalization. Relational translocalism is established from the position that, “exposure to more knowledge about the systemic harms of the dominant global imaginary is necessary but insufficient for addressing the problems caused by those harms, and for nurturing possibilities for knowing and being otherwise” (Stein et al., 2016, p. 11). This articulation involves an approach to internationalization that encourages educational stakeholders to, “learn to identify and unlearn existing attachments, decenter the interests of individual people and institutions and experiment with efforts to rearrange modern desires” (Stein et al., 2016, p. 12). It is from this articulation that Andreotti in collaboration with other researchers within the EIHE project position an alternative approach to internationalization one that is intended to, “identify, denaturalize, and interrupt our satisfaction with existing sociohistorical and geopolitical frames for conceptualizing higher education” (Stein, 2016, p. 1).
While there is conceptual overlap in the ideologies and articulations of internationalization presented by Stier and Andreotti, the distinctions between them allow for a more nuanced critical discussion of the contemporary values guiding internationalization. Fundamentally, both of these frameworks look to critique the practical repercussions of contemporary ideologies and articulations of internationalization. While both Stier and Andreotti, address the existing values that guide this educational phenomenon, the articulations developed by Andreotti alongside the researchers of the EIHE look to potential articulations that move beyond international relationships premised on a Western-dominated global imaginary.
Chapter 3

3. Context of the Study

This chapter addresses the context of the study by providing a background of the Canadian national context and a discussion of the contemporary internationalization trends at the national, provincial and institutional levels. It first provides a background on the Canadian higher education system and a summary of the national level internationalization policy, which was initially described in the introduction of the research. Moving to the provincial level, the chapter describes the Ontario higher education system and discusses the present motivations to develop an internationalization strategy within the province. Focusing on the site of the empirical case study, the chapter then provides an overview of River University and its Faculty of Education, including a discussion of recent internationalization developments within the institution. For each level of educational governance, a description of ethics-oriented internationalization policy developments is provided.

3.1 The National Level

Canada is a parliamentary democracy comprised of a federation of ten provinces and three territories. The development of Canada’s Constitution Act of 1867 delegated the responsibility for education to the provinces; Canada has never had a federal department of education or an integrated national system (Jones, 2008; Khorsandi, 2014). Consequently, contemporary higher education in Canada consists of ten provincial and three territorial systems (Jones, 2014). Within these systems, public colleges and universities maintain a large degree of autonomy to self-govern in relation to offerings, requirements, standards and financial management (Council of Ministers of Education, Canada [CMEC], 2017). The federal government provides indirect payment to the provinces to fund education, which is combined with provincial and private funds (OECD, 2015). Postsecondary education in Canada includes both government-supported and private institutions, which offer vocational, college and university level training. Canada has, 163 public and private universities (including theological schools); 183 public colleges and institutes, including those granting applied and Bachelor’s degrees; as well as, “68 university-level and 51-college level...
institutions operating as authorized institutions, at which only selected programs are approved under provincially established quality assurance programs” (Khorsandi, 2014, p. 79).

Tertiary education in Canada refers specifically to college and university level training leading respectively to a certificate/diploma or degree (i.e., undergraduate, graduate, doctorate). A graphic overview of the structure of Canada’s tertiary education system can be viewed in Figure 1. According to the OECD (2015), “Canada has the highest proportion of 25-64-year-olds with tertiary education among OECD countries (53% in 2012), and the proportion is even higher for 25-34-year-olds (57%) (p. 8). These high attainment rates are attributed to the large number of students with college-based education (OECD, 2014b, n.p.). In the 2014/2015 academic year, over 2 million students enrolled in tertiary education (including both full and part-time), which is an increase of 0.3% from the previous year (Statistics Canada, 2016a). During this time, international students at all tertiary levels accounted for 10% of total enrollments (OECD, 2016). Canada allocates a significant amount of education spending to tertiary education. In 2013, “42% of the share of GDP that Canada invested in education was allocated to the tertiary sector” (Statistics Canada, 2017). The same year the annual expenditure per student was USD $21,458 which is greater than the OECD average by 60% (OECD, 2016). With high tuition fees, Canada ranks high amongst OECD countries on private expenditure for tertiary education (OECD, 2014b). The average cost of tuition at the full-time undergraduate and graduate level for both domestic and international students in 2016/2017 can be viewed in Table 1 below.

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>$6,373</td>
<td>$23,589</td>
</tr>
<tr>
<td>Graduate</td>
<td>$6,703</td>
<td>$15,009</td>
</tr>
</tbody>
</table>

(Source: Statistics Canada, 2016c)
Over the last decade, international activities, represented by the number of international students in Canada, have steadily increased (Figure 2). In 2014, the international student body contributed approximately $9 billion to the Canadian GDP (including tuition and living expenses) which translates to, “122,700 jobs supported in the Canadian economy” (Roslyn Kunin & Associates Inc. [RKA, Inc.], 2016, p. iii). As discussed in the introduction section of this research, in 2014 the national Government of Canada developed a federal level strategy for the internationalization of higher education in recognition of its contributions to, “job creation and economic growth” (FATDC, 2014, p. 4). Without a centralized national education system, this policy has turned to the support of institutions, corporate stakeholders and trading partners (CBIE, 2016; Schultz, 2015a). This CIES has several market-oriented objectives for developing and expanding Canada’s involvement in HE internationalization processes, both at home and abroad (see Introduction). This policy strategy was the result of government commissioned studies focusing on Canada’s capacity for international student enrollment and the economic impacts of internationalization (FATDC, 2014). Consequently, a primary motivation of this policy is the economic benefit of recruiting skilled international students and expanding enrollment (Government of Canada, 2011), particularly through partnerships with “developing and emerging
economies” (FATDC, 2014, p.10). Nowhere in this strategy does it provide a critique of the potential negative effects of a profit-motivation for education.

Responding to the expansion of internationalization and the increased market-motivations, two policies were developed at the national level in 2014 that offer guidelines on how to move towards ethical practices for internationalization. These documents will be discussed in detail in Chapter 5.

Figure 2: International Student Enrollment in Canada

(Source: Statistics Canada, 2016d)

3.2 The Provincial Level

In Ontario, the Ministry of Advanced Education and Skills Development (MAESD) (formerly the Ministry of Training Colleges and Universities) is the provincial government body responsible for the legal administration of postsecondary education and directly accountable to the Premier of Ontario. Responsibilities of the Ministry include policy directions, the distribution of provincial funds, student financial assistance and the authorization of degrees (MAESD, 2017a). This provincial government body oversees the two sectors of tertiary education; universities, which are degree-granting institutions with a strong academic focus; and colleges, also known as
Colleges of Applied Arts and Technology (CAATs), which are practical and vocational in nature. Ontario has the largest tertiary education system in Canada, consisting of 24 public colleges, 21 public universities alongside numerous private institutions (MAESD, 2017a). In 2014/2015, 822,465 students were enrolled in universities and colleges in Ontario, which is the highest rate across the provinces and accounts for 41.9% of Canada’s total enrollment (FATDC, 2014; Statistics Canada, 2016b). In addition, Ontario has the highest university tuition fees in Canada, with full-time domestic students paying on average $8,114 for an undergraduate degree and $9,416 for a graduate degree (in Canadian dollars) (Statistics Canada, 2016c).

In 2014, Ontario universities enrolled the largest number of international students by province at a total of 187,589 full and part-time, undergraduate, graduate and doctorate students (RKA, Inc., 2016). In the same year, the annual spending of these students was more than 5.4 million (RKA, Inc., 2016). Overall international students in Ontario contributed 4.4 billion to the Canadian GDP in 2014, which accounts for 47.3% of the total 9.3 billion in total contributions (after scholarships and bursaries) (RKA, Inc., 2016).

The province of Ontario has embraced HE internationalization and is in the process of developing strategies for the expansion of these efforts (Council of Ontario Universities [COU], 2016; Ministry of Training, Colleges and Universities [MTCU], 2016). In 2014, the Premiere asked the Ministry to focus on attracting international students (MTCU, 2016, p. 3). As of 2016, a mandate from the premier to the minister has requested the development of an internationalization strategy for the province (Wynn, 2016, n.p.). Correspondence between the researcher and a member of the Council of Ontario Universities suggests that this strategy will be completed by the fall of 2017. A preliminary publication on this strategy has pointed to four main areas of focus including, enhancing the student experience, by ensuring quality for both domestic and international students; attracting skilled workers through mobility; driving economic growth, through international partnerships; and strengthening the post-secondary education system, through the development of a global profile (MTCU, 2016). This preliminary report reflects the economic benefits and quality challenges also described at the national level.
Although the Ministry acts as steward to postsecondary education, Ontario’s public universities and colleges maintain a large degree of autonomy to self-govern concerning offerings, requirements, standards and financial management (CMEC, 2017; MAESD, 2017b). Consequently, tertiary institutions in Ontario have the autonomy to develop internationalization strategies to reflect their mandate, specializations and size (COU, 2016).

In an attempt to investigate what ethical guidelines are being utilized in the development of the provincial internationalization strategy, the researcher made contact to the MAESD by email. A response from the Postsecondary Accountability division of the MAESD reinforced the autonomy of Ontario’s universities to develop ethical strategies in the promotion of their international education efforts. However, a direct answer on what ethical guidelines are being implemented by the province to support the development of the comprehensive internationalization strategy was not provided.

3.3 The Institutional Level

3.3.1 River University

River University (pseudonym) is an internationally high-ranking public research institute in Ontario. The total enrollment for 2016/2017 was 88,766, with 24% comprising international students (Government Institutional and Community Relations [GICR], 2016). A breakdown of student enrollment as well as tuition fees for full-time domestic and international students by degree type can be viewed in Table 2 and Table 3, respectively. The number of international students at both the undergraduate and graduate level has progressively increased over the last ten years (GICR, 2017). Reflecting demographic trends that are also demonstrated at the national and provincial level, the greatest number of international students are from Asia and the Pacific (GICR, 2016). The vision/mandate of River University describes a commitment to being, “an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality” (MAESD, 2017b). In the 2014-2017 Strategic Mandate Agreement with the Ministry, River University describes broadly the importance of developing advising
programs for its international student body (MAESD, 2017b); however, internationalization is not otherwise discussed.

**Table 2: River University - Full-time Student Enrollment 2016/2017**

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>15,053</td>
<td>2,985</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>56,261</td>
<td>14,467</td>
</tr>
<tr>
<td>Total</td>
<td>71,314</td>
<td>17,452</td>
</tr>
</tbody>
</table>

(Source: River University, 2016)

**Table 3: River University - Average Tuition Fees 2016/2017 (CAD)**

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>7,030 - 48,480</td>
<td>41,920 - 47,020</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>6,400 - 14,300</td>
<td>20,530 - 53,370</td>
</tr>
</tbody>
</table>

(Source: River University, 2016)

Reflecting operations at the provincial level, River University is in the process of developing its first internationalization strategy for the institution. A 2017 public address made by the vice president of the international division of River University offers a glimpse as to what this strategy will focus on. Primary objectives described by the vice president included addressing sustainability issues regarding renewable energy; increasing intercultural experiences by encouraging mobility of staff and students outside of Canada; increasing River Universities’ global reputation and competitiveness; as well as preparing a corporately marketable workforce with global competence (River University, 2017). However, according to a personal communication with the Research Officer of the International Office at River University, there have been no documented set of ethical values specifically guiding the development of the internationalization strategy (River University, personal communication, July 28, 2017).
3.3.2 Faculty of Education

The Faculty of Education, which was the site for the empirical case study research, is one of the largest research-intensive education faculties in North America. Of the over 3,000 students studying at the Faculty of Education (Faculty of Education, 2017), 8% constitutes international students (Faculty of Education, personal communication, August 28, 2017). A primary thematic priority for the academic planning of the faculty for 2017 has been to, “expand [its] approach to internationalization by introducing international dimensions in courses and programs, identifying opportunities for outbound student mobility, and increasing the number of international students” (Faculty of Education, 2017). Expanding internationalization processes within the Faculty has been viewed as a means to enhance research and innovation both internationally and domestically (Faculty of Education, 2017). As a major division of River University, the Faculty of Education is contributing to the discussions surrounding the internationalization strategy for the university as a whole (Faculty of Education, personal correspondence, August 21, 2017). However, as previously mentioned, specific ethical values focused directly on this internationalization strategy have not been reported. Despite the Dean of the Faculty of Education being a member of the ACDE, the AIE has reportedly not been directly implemented into the internationalization strategy within the Faculty (Faculty of Education, personal correspondence, August 21, 2017).

In the absence of defined ethical guidelines for internationalization at River University and the Faculty of Education, it is of interest to assess how the ethical principles of the AIE, developed by educators from across Canada, are currently being experienced by students, how these experiences compare between international and domestic students and what the strengths and weaknesses of their influence have been within the faculty. These findings can contribute to the development of informed ethical strategies at the institutional level as they advance their overall internationalization strategy. Building off of the contextual background presented here, Chapter Five provides an analysis of the ethics-oriented policies for internationalization at the international and national level as well as analyzes international and domestic students experiences of the national AIE principles within the Faculty of Education at River University. In Chapter Four that follows, the methodology used to approach the research is detailed.
Chapter 4

4. Methodology

The proceeding chapter concerns the methodology of the research. In consecutive order, the chapter begins with a description of the epistemology of the research, followed by the research strategy and design, which involves a discussion of the characteristics of each and how they were applied to this study. The chapter then focuses on the methods that were used. First, the purposive sampling method is outlined and the ways this was used for sampling documents, contexts and participants are discussed. This is followed by a description of the methods of data collection and the methods of data analysis, which illustrate how documents and semi-structured interviews were collected and thematically analyzed through the use of the qualitative data analysis software Nvivo. A discussion of the trustworthiness criteria including the limitations of the qualitative strategy and the ethical considerations of the research conclude the chapter.

4.1 Epistemology

Referring to the theory of knowledge, epistemology concerns “the nature, limitations and justification of human knowledge” (Coghlan & Brydon-Miller, 2014, p. 302). This is a philosophical orientation maintained to distinguish what is and what is not valid knowledge (Bryman, 2012; Mills, Durepos & Wiebe, 2010). Aligned with the qualitative strategy (see section 4.2), the interpretivist epistemological position is practiced in this research. From this orientation, subjective interpretations are viewed as principle to the understanding of the social world (Guest et al., 2012) where the focus is upon understanding a specific context (Willis, 2007). This epistemology requires the researcher to interpret the social world through the subjective interpretations provided by the research subject and then interpret findings in relation to the concepts, theories and literature of a discipline (Lewis-Beck, Bryman & Liao, 2004).

The interpretivist epistemology of this research is evidenced by the interpretation of subjective qualitative data from documents and informants and the interpretation of this data through the inductive and abductive positioning of theoretical frameworks that were the outcome...
of the analysis. This epistemological approach supports the critical and postcolonial theoretical frameworks employed. The interpretivist epistemology involves the inclusion of multiple narratives and interpretations of the social world that do not rely on the notion of positivist claims to universal truths (Given, 2008), which are fundamentally challenged by the critical and postcolonial theoretical perspectives (see Bhambra, 2014; Howell, 2013; Welch, 2007). Examining conceptual topics like those of the AIE principles, the interpretivist approach supported the analysis and comparison of students’ descriptions and experiences of these concepts to the descriptions provided within contemporary literature and the policy itself. Furthermore, the researcher’s interpretations of the findings, as a means to analyze and draw conclusions, is reliant upon and supported by the interpretivist epistemological approach. However, there are limitations to this epistemology which are discussed in section 1.3.1. Fundamentally, this research relies on the subjectivities of the qualitative data to interpret conclusions about the social context being studied. The interpretivist epistemology has guided the development of the research strategy, design and methods employed.

4.2 Research Strategy

Focusing on text-based data collected from documents and semi-structured interviews, this research adopted a qualitative strategy. Qualitative research can take many forms, but is particularly well suited to this research as it allows for the analysis of detailed descriptions of social reality in context (Bryman, 2012). The relationship between theory and research in this study is both inductive and abductive; in both approaches, theory is generated as an outcome of the research conducted (Guest, MacQueen & Namey, 2012). The study of documents used an inductive strategy whereby the data was approached without a theoretical framework and only through analysis and interpretation did a theory develop. Abduction is viewed broadly as an inductive approach however, it is distinct in that it grounds theory in the context and worldview of the agents being studied by focusing upon, “language, meanings and perspectives” (Bryman, 2012, p. 401). From the abductive approach, informant descriptions are seen as an important heuristic for analyzing the social world. As this research aims to examine the descriptions and experiences of students within the particular context of an education faculty, abduction was applied for interpreting meaning and developing theory from the subjective realities of these informants within this particular case. The
application of both approaches enabled theory building from the policy documents and semi-structured interviews used in this qualitative strategy.

The theoretical frameworks described in Chapter Two are used to identify the values guiding internationalization and its ethics-oriented policies as well as student experiences of the AIE principles in practice. Specifically, these ideologies and articulations are used to examine the ethics-oriented policies at the international and national level; to compare students’ experiences of the AIE principles; as well as to address the strengths and weaknesses of these experiences to assess the influence of the principles. Consequently, the utilization of these frameworks allows for a comparison between the ethical values of internationalization as represented in the data included in this research. The application of these frameworks will be used to develop a discussion of the research questions guiding this study in Chapter Six.

4.3 Research Design

The research design one implements, informs what criteria will be used to collect and analyze the data (Bryman, 2012). The design of this research is a case study of the Faculty of Education at River University; it maintains comparative elements by comparing the descriptions and experiences of students within this context who have either international or domestic student status within the university. The research is also internationally comparative as it compares ethics-oriented policy documents at the international and Canadian national levels. The elements of the research design are described further below.

Numerous social researchers describe the utility of the case study design to evaluate social phenomena as it is experienced in context (Bryman, 2012; Yin, 2014). The rationale of this research is centered upon experiences of students within the specific case of the Education Faculty of River University, this case context is the focus of interest to understand the influence of the AIE principles. The research examines the “unique features of the case” (Bryman, 2012, p. 69) as described by students. Secondary research also contributes to a background examination of the context of the case study as it relates to the research aims and rationale. Each question in the interview framework centers the case context to analyze the ways the faculty has implemented the
AIE principles in question. The case study facilitates an intensive examination of this particular context, which is assessed through a theoretical analysis of the inductive and abductive findings from the data. The limitations of this method are discussed in section 1.3.1 and the methods for sampling the case context are discussed in section 3.4.

Furthermore, the research implements a comparative design, premised on the logic that, “we can understand social phenomena better when they are compared in relation to two or more meaningful contrasting cases or situations” (Bryman, 2012, p. 72). For this study, the aim of the comparative design is to compare and contrast the educational phenomena of internationalization as it relates to ethics at both macro and micro scales. At the macro level, the research compares the relationship between the ethics-oriented policies in Canada to ethics-oriented policies at the international level. At the micro level, the research examines international and domestic students’ descriptions and experiences of the Canadian ethics-oriented AIE principles within the context of the case study. Although these student groups are within the same national context, the study seeks to gain a deeper understanding of how the social realities of these students are similar and/or different whether they have international or domestic student status within their place of study.

To illustrate this multi-level analysis, the Bray and Thomas Cube is employed. This framework for comparative analysis was developed by Bray and Thomas (1995) to expressly encourage multi-level analysis as a means to develop more holistic evaluations of educational phenomena within the discipline of ICE (Bray & Thomas, 1995; Bray et al., 2007). The framework looks at the interaction between multiple levels of the education system focusing on 1) geographic locational levels, 2) non-locational demographic groups, and 3) aspects of education and society (see Figure 3).

A contemporary critique of this framework has pointed to the dialectic relationship between the geographic units, suggesting that, “the higher and lower geographic levels mutually influence and shape each other” (Manzon, 2007, p. 120). With an oriented focus upon Canada, this research further addresses this “dialectic of the global and the local” (Arnove, 2013) by examining the influence of the global phenomenon of internationalization as it is represented through ethics-oriented policy within the context of this Canadian case study. This research analyzes the
international, national, and institutional geographical/locational levels as they relate to the aspect of education and society – specifically, ethics-oriented internationalization policies. Furthermore, the non-locational demographic groups analyzed include the international and domestic graduate/doctorate education students.

Figure 3: Bray and Thomas Cube

![Bray and Thomas Cube](source)

(Source: Bray & Thomas 1995, p.475)

Table 4: Application of the Bray and Thomas Cube

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Locational Level</td>
<td>• International (organizations): OECD, IAU(UNESCO)</td>
</tr>
<tr>
<td></td>
<td>• Canadian (organizations): ACDE, CBIE</td>
</tr>
<tr>
<td></td>
<td>• Schools (River University, Faculty of Education)</td>
</tr>
<tr>
<td>Non-locational Demographic Groups</td>
<td>• International/domestic, graduate/doctorate education students</td>
</tr>
<tr>
<td>Aspects of Education and Society</td>
<td>• Ethics-oriented internationalization policies</td>
</tr>
</tbody>
</table>
4.4 Methods of Sampling

The purposive sampling method was used for this research as is common to the qualitative strategy. Purposive sampling is a non-probability sampling technique in which the sample is chosen for its relevance to the research questions (Bryman, 2012). What follows is a description of the motivations and methods for the purposive sampling of contexts, participants and documents used for this research.

4.4.1 Context Sample

The Faculty of Education at River University in Ontario, Canada was purposively sampled as the context for this research. As mentioned previously, the expansion of internationalization has become a federal priority in Canada and concerns over the ethics guiding this process have come to the fore in research and policy. The focus upon ethical approaches to internationalization, by Canadian organizations and within Canadian academic research, provided the grounds for sampling this country context. Through a review of the literature available in English it was clear that Canadian publications strongly contribute to the academic discussion concerning the ethics of internationalization (see EIHE, n.d.; Hébert & Abdi, 2013; Shultz & Viczko, 2016b). At the provincial level, Ontario was sampled on account of its engagement with HE internationalization; maintaining the largest density of international students in Canada (CBIE, 2016) this would facilitate access to international student informants at the institutional level. Furthermore, River University was sampled for its relatively high density of international students, which comprises 24% of the student population (River University, 2016). The context of the Faculty of Education at River University was purposively sampled for the dean’s membership to the ACDE, wherein the influence of the AIE should theoretically be able to be examined. Additionally, a commonality amongst ACDE members is, “responsibility for the education and preparation of teachers for professional practice” (ACDE 2014, p. 2). Consequently, the principles of the AIE are primarily geared towards Canadian educational faculties, although their application is encouraged across all faculties and departments of Canadian universities (ACDE, 2014, p. 3). Taking this information
into consideration, the Faculty of Education was selected for its practical relevance to the research questions outlined in section 1.2.

4.4.2 Participant Sample

Supporting the qualitative strategy, the generic purposive sampling method was further utilized to select the participant sample (Bryman, 2012). As Patton states, “the logic and power of purposeful sampling lies in selecting information-rich cases for study in-depth” (Patton, 2002, p. 230). The researcher determined a priori the criteria for the generic purposive sample to select information-rich cases relevant to the research objectives and questions. The following criteria were used to sample informants:

a) Students who were either international or domestic
b) Students who were studying within the field of education
c) Students studying at the graduate or doctorate level
d) Students enrolled in the selected educational faculty in Ontario

In addition, a diversity of ages, genders and ethnic backgrounds were involved in the sampling, with the assumption that this variation would further highlight the significance of any commonalities in experience noted in the data (Bryman, 2012).

Contact to these participants was made through university mailing lists and Facebook groups associated with the faculty. In addition, snowball sampling was used as informants recommended additional students who met the criteria of the research. At the end of each interview, students were asked if they could recommend a colleague that matched the participation criteria of the research. Snowball sampling is considered a convenience sample, which puts limits on the generalizability of the research (Bryman, 2012). Within this research, the sample became representative of a tight group of friends, specifically amongst the international students who proved more difficult to get in contact with independently. However, in consideration of the qualitative strategy employed, the generalizability of the findings to the wider population is not the intention of this research.
Within this study, "international student" refers to students who traveled to Canada to pursue a degree and are considered international students by the university. "Domestic student" refers to students who are citizens or permanent residents of Canada. A permanent resident in Canada holds the citizenship of another country but maintains many of the same rights as Canadian citizens, including their ability to study at HEIs across the country where they are processed as domestic students (Government of Canada, 2017a).

A total of six international and six domestic students were sampled for the final interviews. This sample size was influenced by the availability of willing informants that met the sample criteria outlined above. Despite the researcher’s efforts to make contact to additional students, twelve was the final number of willing informants that responded positively to the calls for participation following the pilot study. Ultimately, because of the sample size and the qualitative case study design, generalizations to the wider population cannot be made from the data collected.

### 4.4.3 Document Sample

For this study, a total of seven documents were purposively sampled for their relevance to the aims and objectives of the research. The use of these documents is discussed further in section 4.5.1. Documents were located through online resources such as web queries and library databases as well as through the websites/databases of educational organizations. The international and national organizations whose websites/databases were searched for policy documents can be viewed in Appendix E. Search terms used included, “ethics,” “values,” “principles,” “guidelines,” “internationalization” and “higher education.” Where applicable, branching searches of document references were also used as a sampling method. The documents which specifically addressed principles/guidelines for approaching an overall internationalization strategy based on ethics/values were selected. Although a number of the international and national organizations whose websites/databases were searched for policy documents have addressed the topic of ethics and internationalization, it was only the aforementioned organizations that have published policy documents addressing an overall ethics-oriented strategy for internationalization. By overall what
is meant is that the policy addresses multiple stakeholders, processes and objectives for the internationalization of higher education.

4.5 Methods of Data Collection

Common to the qualitative research strategy, this study took a multi-method approach to data collection (Bryman, 2012). What follows is a discussion of the qualitative research methods implemented, which include documents as sources of data and semi-structured interviews. The section then describes the pilot study that was used to refine the interview framework.

4.5.1 Documents as Sources of Data

Focusing on the objective of understanding how students are prioritized within the overall ethics-oriented policies for internationalization, at the international and national level, official public documents were used as sources of data to be analyzed using document analysis (see section 4.6.2). At the international level, documents were collected from international organizations including the International Association of Universities (IAU), which operates as the voice for the United Nations Educational Scientific and Cultural Organization (UNESCO), as well as the Organization for Economic Cooperation and Development (OECD) in collaboration with UNESCO on the development of one document. At the Canadian national level, documents were collected from the Canadian Bureau of International Education (CBIE) and the Association of Canadian Deans of Education (ACDE). Each of these organizations is involved in HE internationalization processes and have developed ethics-oriented policies to guide the overall internationalization strategies of their members.

4.5.2 Semi-structured Interviews

With the rationale of uncovering the descriptions and experiences of the AIE principles by students, semi-structured interviews were conducted. This data collection method supported a flexible discussion and access to the detailed subjective experiences (Bryman, 2012; Yin, 2014)
of international and domestic informants on topics of global sustainability, economic equity, social justice, intercultural awareness and reciprocity within the ambit of higher education internationalization. Each of these interviews, which lasted between thirty minutes to one hour, were conducted over Skype and audio recorded using a smartphone recording application. Interviews were conducted over Skype due to the fact that the researcher and informants were located in different countries. These interviews were conducted in a private, quiet location to protect participant anonymity and facilitate an uninterrupted conversation. Audio files from recorded interviews were imported into and manually transcribed using the computer assisted qualitative data analysis (CAQDA) software Nvivo. The use of this software as a research instrument is described in section 4.6. Following the refinement of the interview guideline during the pilot study, the researcher asked the same set of research questions (Appendix A) to each informant, while accounting for elaboration on the meaning of the questions asked and extended discussion of informant experiences.

4.5.3 Pilot Study

This research used a small pilot study, which aimed to guide the development of the main study. Five initial interviews were conducted with domestic students of the same university faculty that was the context for the present study. The pilot specifically supported the structuring of the interview guideline as it instructed on the clarity of language to specifically address the AIE principles. These interviews were transcribed and reviewed, however, the data collected was not included in the final thematic analysis due to its variability to the revised interview guideline. Informants involved in the pilot offered guidance on how to contact additional research participants, which contributed to the snowball sampling method.

4.6 Methods of Data Analysis

The analytic procedures for qualitative research are not strictly codified (Bryman, 2012). Consequently, the steps taken by the researcher to analyze thick qualitative data should be made transparent to increase the quality of the research. What follows is a detailed description of the
tools as well as the methods used to analyze the data, which include document analysis and applied thematic analysis.

4.6.1 Research Tools: Nvivo

Nvivo is a computer assisted qualitative “code-and-retrieve” software, which can be used by the researcher to code data to a theme (or themes) and easily retrieve this data for analysis and visualization (Bryman, 2012). For this research, Nvivo for Mac 11.3.2 was used to complete both the document analysis and the applied thematic analysis of semi-structured interviews. In each case, the data was analyzed and coded for themes using nodes, which are, “a collection of references about a specific theme, place, person or other area of interest” (Bryman, 2012, p. 596). Nodes were applied to segments of text related to emergent themes. The data and the themes therein were analyzed, re-analyzed, coded and re-coded efficiently using this software. The specific use of Nvivo for the document analysis and applied thematic analysis are described further below.

4.6.2 Document Analysis

With the objective of examining the dominant themes that relate to students in the ethics-oriented policies at the international and national level, this research employed a document analysis. Document analysis is a qualitative method for systematically reviewing various documents to identify, “the meaning of the document and its contribution to the issues being explored” (Bowen, 2009, p. 33). As previously discussed, a total of seven documents were purposively sampled for their relevance to the aims and objectives of the research. To analyze the sampled documents systematically, each was imported into Nvivo to examine the content and categorize prominent themes that related to students as they recurred across each. Key themes were then categorized under content nodes in the software that could easily be reviewed for additional examination and interpretation. Ten days following the initial categorization of themes the researcher returned to the material for additional examination of all documents to insure reliability and consistency of dominant themes before completing the final interpretation (see section 5.2).
Utilizing the theoretical frameworks identified in Chapter Two these themes are discussed in Chapter Six.

4.6.3 Applied Thematic Analysis

Thematic analysis is a common approach to data analysis in qualitative research. However, according to Bryman (2012), “this is not an approach to analysis that has an identifiable heritage or that has been outlined in terms of a distinctive cluster of techniques” (p. 578). Taking this into consideration, the researcher turned to contemporary literature on the topic of applied thematic analysis (ATA), published by Guest et al., (2012), which offers referenceable guidelines for analyzing thick qualitative data.

Generally speaking, applied thematic analysis is used to interpret qualitative data, whereby themes are developed through, “identifying and describing both implicit and explicit ideas within the data” (Guest et al., 2012, p. 9); these themes are then coded. ATA is well suited to the research’s interpretivist epistemology and abductive approach towards the interview data as the goal is to, “describe and understand how people feel, think and behave within a particular context relative to a specific research question” (Guest et al., 2012, p. 12). For this research, both structural themes and content themes were coded for analysis.

Structural themes, “imposed by the research design” (Guest et al., 2012, p. 50), were coded relevant to the interview questions. These themes include, a) global sustainability, b) economic equity, c) social justice, d) intercultural awareness and e) reciprocity. Reciprocity was further organized into two additional sub-themes including, general knowledge exchange and cultural knowledge exchange. Additional structural subthemes were put in place for each informant group, which fall under the themes of international student informant (ISI) or domestic student informant (DSI) as well descriptions and experiences associated to both. However, informants were not asked to provide descriptions for all of the principles; the reason for this is discussed in section 5.2.2.1. The structural themes described were put in place to organize and reduce the data and can be viewed in Table 5 as well as in Figure 4 that specifically visualizes the hierarchy of structural themes.
Table 5: Applied Thematic Analysis - Structural Themes and Subthemes

<table>
<thead>
<tr>
<th>Structural Themes</th>
<th>Structural Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIE Principles:</strong></td>
<td></td>
</tr>
<tr>
<td>Global Sustainability</td>
<td>ISI – International Student Informant</td>
</tr>
<tr>
<td>Economic Equity</td>
<td>DSI – Domestic Student Informant</td>
</tr>
<tr>
<td>Social Justice</td>
<td></td>
</tr>
<tr>
<td>Intercultural Awareness</td>
<td></td>
</tr>
<tr>
<td>Reciprocity: General/Cultural Knowledge Exchange</td>
<td></td>
</tr>
<tr>
<td>Descriptions</td>
<td></td>
</tr>
<tr>
<td>Experiences</td>
<td></td>
</tr>
</tbody>
</table>

Content themes were developed using an abductive approach, whereby these emerged from “what is observed or discussed in the context of the imposed research design” (Guest et al., 2012, p. 50). Content themes were guided by the suggestions of Ryan and Bernard (2003), whereby the researcher analyzed the data for repetition, similarities and differences, missing data and theory related material (pp. 88-93). The emergent themes were then contextualized to the research questions and are elaborated upon in the analysis in Chapter Five and the discussion in Chapter Six.

As previously described, Nvivo was used as a research tool to support the applied thematic analysis. Nodes were used to organize the data into question-oriented structural themes, which facilitated the reading and re-reading of transcripts to code for emergent content themes. Below is an overview of the steps used by the researcher to analyze the qualitative data using Nvivo.

1. Audio files from semi-structured interviews were imported into the software and organized into ISI and DSI source file folders.

2. Verbatim transcription of the audio was completed within the software and initial observations of themes were made on paper-based memos.
3. Interviews were segmented into nodes based on question-oriented structural themes related to the AIE principles (see Figure 4).

4. Subthemes nodes were hierarchically embedded within each of the structural theme nodes (see Figure 4).

5. The data within the structural themes nodes was repeatedly read and coded for emergent content themes.

6. Following initial analysis and coding in May, data was reviewed and re-analyzed for consistency in July and again in August 2017.

Figure 4: Hierarchy of Structural Themes

4.7 Trustworthiness Criteria

As a means to ensure the quality of this qualitative study, the researcher has been alert to the trustworthiness criteria outlined by Lincoln and Guba (1985) and that has been further described by Bryman (2012). These criteria include credibility, transferability, dependability and confirmability (Lincoln and Guba, 1985, p. 43).
4.7.1 Credibility

The credibility criteria evaluate whether the research has a) been executed according to the best practices of the discipline and b) that the researcher has correctly understood the social phenomena under investigation (Bryman, 2012). As a means to warrant credibility, respondent validation was used by the researcher. Interview transcripts were offered to each informant; however, only one individual requested this. In addition, the results of the research were offered to each participant for feedback and to confirm the findings. By the time the research was submitted for review, five of the twelve informants had contacted the researcher to positively confirm the findings.

4.7.2 Transferability

Transferability refers to the degree to which research findings can be generalized to other social settings (Bryman, 2012). As previously mentioned, the nature of the qualitative case study does not allow for generalizability. However, the researcher was attentive to providing a detailed account of the social phenomena under study including the international, national and local context, as well as the descriptions and experiences of informants. As Bryman (2012) describes, “the findings of qualitative research are to generalize to theory rather than to populations” (p. 406). Through the use of the theoretical frameworks described in section 2.2 the research provides insight into how the findings relate to contemporary internationalization trends represented in research and policy (see Chapter Six).

4.7.3 Dependability

To meet the criteria of dependability, Lincoln and Guba (1985) describe how the researcher should ‘audit’ their work (p. 320). This quality criterion relates to the critique of qualitative research as not being transparent concerning how the research was conducted and how conclusions were drawn (Bryman, 2012). For this study, the researcher has kept electronic documentation of all steps in planning and execution of the research. In addition, all interviews conducted were audio recorded, transcribed, systematically coded, as well as read and re-evaluated multiple times to
critically analyze the findings. A detailed methodology offers an indication of the steps taken to conduct this research. In addition, graphics and appendices offer additional transparency, indicating the approaches taken to code qualitative data, frame interviews, obtain consent, contact students, protect participant and institutional anonymity and search websites and databases for policy documents. Furthermore, the critical reading of the research by the researcher’s supervisor and informants has aided in supporting the dependability of the results.

4.7.4 Confirmability

The auditing process can also be used to assist in meeting the confirmability criteria of qualitative research. This further relates to the critique of qualitative research as being too subjective (Bryman, 2012). The researcher worked towards confirmability by being critical of subjective biases and not allowing these to influence analysis or theoretical inferences (Bryman, 2012). The critical and postcolonial theoretical frameworks that are employed to discuss the research findings clearly indicate the perspective being used to frame the research (see section 2.2.2). This perspective has theoretical grounding in the contemporary literature discussing the topic of internationalization (Ilieva et al., 2014; Stier, 2004, 2006, 2010) and ethics, which implement these critical frameworks (see Andreotti et al., 2016; Ilieva et al., 2014; Pashby & Andreotti, 2016; Khoo et al., 2016; Stier, 2004, 2006; Stein et al., 2016). Ultimately, complete objectivity is not possible in qualitative research, however critical analyses of the research by one’s supervisor and informants were used to audit and edit any evidence of the researcher’s subjective inclinations.

4.8 Ethical Considerations

The principles for ethical research outlined by Diener and Crandall (1978) and elaborated upon by Bryman (2012), were closely referred to throughout each stage of the research. These ethical principles are categorized into four main areas, which include, harm to participants, lack of informed consent, invasion of privacy as well as the use of deception (Bryman, 2012, p. 135). A reflection on how these ethical principles relate to the current research is reflected upon below.
4.8.1 Harm to Participants

To safeguard against harm to participants, an important consideration for this research was to maintain informant anonymity and data security. This is particularly challenging with qualitative research, which relies on detailed descriptions, which can often provide identifiable clues (Bryman, 2012). Codes were used to safeguard the identities of informants which can be viewed in Appendix D. In addition, in the section that profiles student experiences their nation(s) of citizenship were excluded. A discussion on the national backgrounds of domestic student informants is addressed in section 5.3.1. This section includes a discussion of the regional representations of students while noting the number of Canadian citizens, dual citizens and permanent residents amongst the domestic student informants; however, these were not associated directly to respondents for the sake of protecting their anonymity. Informants were offered the opportunity to read the research and consequently, due to the small population of the faculty, the inclusion of informant citizenship data would be detrimental to their security.

Furthermore, to maintain the anonymity of the university and faculty of education being studied the pseudonyms “River University” and “Faculty of Education” were used. All referenced materials published by these educational bodies as well as personal correspondence with the dean and administrative staff have been modified to include these pseudonyms. The researcher’s supervisor was the only other person who was aware of the specific institutional context of the research. In addition, all data collected was confidential; it was stored in a password protected computer that was only accessible to the researcher. All informant data will be destroyed following the completion of the research.

4.8.2 Lack of Informed Consent

Informed consent is made when informants have been provided with transparent and thorough details regarding the aims of the research and the implications of involvement (Bryman, 2012). Prior to each interview, informants were asked a series of questions (see Appendix B) to insure their understanding of the nature of the research and to allow them to ask clarification questions. The consent of each informant was saved as an audio file.
4.8.3 Invasion of Privacy

Invasion of privacy is linked to informed consent in that informants are provided with enough information to be willing to offer private information alongside being made aware that they are able to refuse to answer questions or stop participation in the research (Bryman, 2012). As the consent form (Appendix B) for this research outlines, each informant was told that they could refuse to answer questions as well as terminate their participation in the research at any point. Furthermore, privacy is related to protecting the anonymity and confidentiality of informant data to prevent harm, which was discussed previously in terms of utilizing anonymous codes/pseudonyms and password protecting the qualitative data provided. Consequently, steps were made to clearly inform and carefully protect informants.

4.8.4 Use of Deception

Deception in social research refers to informants not being informed about certain elements of the research, be it aims or processes of data collection (Bryman, 2012). As was previously discussed, this research made decisive steps to make sure that informants were well informed as a means to build trust and avoid deception. The confirmation made by informants as to the initial findings indicate that they were satisfied that the research had not been misleading.
Chapter 5

5. Data Analysis and Research Findings

This chapter of the research addresses the thematic analysis of data collected from documents and semi-structured interviews. The chapter first addresses the analysis of documents collected at the international and national level, including first an overview of the organizations and policy documents followed by an analysis of identified themes. The chapter then turns to the applied thematic analysis of the semi-structured interviews with domestic and international students within the Faculty of Education at River University. The chapter concludes with a summary of findings, which discusses the results of both the document analysis and thematic analysis.

5.1 Overview of Policy Documents

With the expansion of internationalization efforts around the world, international and national organizations have developed policies for approaching this phenomenon through the establishment of ethical values. To recapitulate, the organizations and documents chosen for the analysis are those that have focused on ethics-oriented practices as part of the overall internationalization policy provided. At the international level, the organizations include the OECD and the IAU(UNESCO) and at the Canadian national level, the ACDE and CBIE; Canada is associated with each of these international organizations. Below is a description of these organizations and an overview of the documents analyzed from each. This is then followed by the results of the document analysis, which addresses the convergent and divergent themes that relate to how students are being prioritized through these policies.
5.1.1 International Policies

5.1.1.1 OECD

The OECD is an international organization comprised of government stakeholders representing thirty democratic nations. For more than half a century (OECD, 2017) the OECD has been researching international HE and has been generating policies on HE internationalization for more than two decades (see OECD, 1999).

In 2012 the OECD published, *Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practice*. This document was the result of a project launched by the OECD’s Institutional Management in Higher Education Programme (IMHE) from 2011-2012. “Internationalization and ethics and values” figures as a main chapter in the publication, premised on the description that, “the scope of ethics is expanding as higher education is becoming more global and interwoven” (Hénard et al., 2012, p. 32). This chapter describes the contemporary challenges of implementing ethical values amongst diverse stakeholders, as well as suggestions on how to strengthen ethical codes and remEDIATE unethical behavior. However, this chapter does not provide specific guidelines for ethical values but instead suggests the use of the UNESCO/OECD *Guidelines for Quality Provision in Cross-Border Higher Education* (2005) as, “a basis for greater strategic thinking on codes of ethics, conduct and good practice” (Hénard et al., 2012, p. 33). As a result of this suggestion, the OECD/UNESCO document was also included in the document analysis.

The *Guidelines for Quality Provision* is fundamentally focused on quality assurance, which has been a central concern of the OECD on topics of international higher education since the late nineties (OECD, 1999; OECD, 2005; Vincent-Lancrin, Fisher & Pfotenhauer, 2015). The guidelines were developed in collaboration with UNESCO and the UNESCO member states. This particular international framework was developed as a means of protection against low-quality and fraudulent providers and to promote international education, “that meets human, social, economic and cultural needs” (OECD, 2005, p. 11). The document includes specific guidelines for various
higher education stakeholders. These guidelines are not legally binding but represent a call to action for educational stakeholders in the internationalization process.

5.1.1.2 IAU(UNESCO)

The International Association of Universities (IAU) is a UNESCO-based global association of higher education institutions and organizations, which involves 632 member institutions and 33 organization across 120 countries, representing every world region (IAU, 2017). The IAU operates as a voice for UNESCO and collaborates with other education organizations on topics of higher education including the OECD, the Council of Europe, the World Bank and the European Commission (Egron-Polak & Hudson, 2014). Since 1998, the IAU has been collaborating with national and international stakeholders to develop policy statements and guidelines on HE internationalization, which is stated as one of the thematic priorities of the association (IAU, 2013, 2016). To reinstate the point made in section 1.3.2, although the IAU was created by and operates as an official partner to UNESCO, for the sake of clarity in regard to the publication information of the documents analyzed, IAU will be referred to without the UNESCO abbreviation attached.

Over the last five years, the IAU has been focusing increasing attention on the ethical values and principles guiding internationalization in the face of, “rapid change, complex realities and ever-mounting pressures of competition and limited resources” (IAU, 2012a, p. 5). In 2012, the association published Affirming Academic Values in Internationalization of Higher Education: A Call for Action. The publication outlines the benefits and adverse consequences of internationalization. It presents a call to action for HEIs to affirm and implement within their internationalization strategies the list of values and principles outlined. The IAU states that these values and principles, “should be applied in very concrete ways to institutional policy and practice” (IAU, 2012a, p. 5) and have offered resources to support implementation (e.g. Internationalization Strategies Advisory Service) as well as global surveys to track practices (Egron-Polak & Hudson, 2014).
Alongside the internationalization guidelines in the *Call for Action*, in 2012 the IAU also released the *IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education*. This policy statement was drafted in collaboration with and approved by the Magna Charta Observatory as a response to an absence of an international code of ethics to guide HEIs (IAU, 2013, 2015b). This statement is described as, “an instrument to develop, improve or strengthen policies and ethical codes in higher education institutions worldwide” (IAU, 2013, p. 3), rather than a strict code to be applicable in all contexts. This document was selected for analysis as it includes a section that prioritizes international relationships in the development of institutional ethical codes.

### 5.1.2 National Policies

#### 5.1.2.1 ACDE

The Association of Canadian Deans of Education (ACDE) is, “a network of deans, directors and chairs of faculties, colleges, schools and departments of education” (Magnusson, Frank & Ellsworth, 2016, p. 425). The ACDE network consists of 62 public universities and university-colleges from across the Canadian provinces and is a constituent society of the Canadian Society for the Study of Education (CSSE) (ACDE, 2010). In the absence of a national education system in Canada, the ACDE was established to, “provide a strong, consistent voice on critical issues in Canadian educational practice” (Magnusson et al., 2016, p. 427). Internationalization has presented itself as a critical issue for the ACDE as Canadian institutions face demands to internationalize at the global, national and local level, which are often motivated by economic rationales (CAUT, 2013; Schultz, 2015a).

As introduced at the outset of the research, between 2011 and 2013 the ACDE crafted the *Accord on the Internationalization of Education* (AIE) (2014). The development of the AIE was the result of an iterative process between deans and internationalization experts to work towards a consensus on, “ethical and appropriate approaches to international initiatives” (Magnusson et al., 2016, p. 432). The AIE addresses the context from which the guidelines were developed as both globally and locally oriented; it is seen as a response to internationalization’s rapid expansion, increasing complexity and economic motivations across Canadian institutions (ACDE, 2014).
AIE was developed to guide practice and provide reference points for the development of policy; it is not prescriptive but offers principles to pursue and evaluate practices (Magnusson et al., 2016).

5.1.2.2 CBIE

The Canadian Bureau for International Education (CBIE) is a Canadian national not-for-profit NGO, which is dedicated specifically to international education (CBIE, 2017a). The CBIE has HEI members and associates from across all Canadian provinces but does not have a network within the territories (CBIE, 2017b). The CBIE has published two 21st century documents which present principles to guide an ethical approach to internationalization in Canada.

The Code of Ethical Practice was adopted by the CBIE’s board of directors in 2013 and agreed upon by the Canadian Consortium for International Education (CCIE) (CBIE, 2017c). The goal of the Code of Ethical Practice is to, “provide ethical guidelines for members to follow and against which they can assess their own performance” (CBIE, 2013). The guidelines fall under six main categories, which cover a range of stakeholders and services including, professionals in international education; services to international students; admissions and recruitment; study abroad; institutional partnerships; as well as cross-border projects, programs and campuses (CBIE, 2013). These guidelines are recognized as not applying to all stakeholders at all times but are actively encouraged and supported amongst members.

From the Code of Ethical Practice, the CBIE developed the Internationalization Statement of Principles for Canadian Educational Institutions (2014). This document aimed to make clear and explicit what ethical values should guide internationalization amongst educational stakeholders in Canada (CBIE, 2015). These principles were established by CBIE’s Internationalization Leaders Network (ILN) in recognition and response to internationalization “gaining in scope and importance every year” (CBIE, 2015). The CBIE strongly supports the expansion of Canadian HE internationalization efforts and presented the Statement of Principles to guide stakeholders in navigating the varied interests involved while reflecting the values of Canadian education (CBIE 2014; Ricketts & Humphries, 2015). Like the Code of Ethical Practice, the CBIE establishes that the Statement of Principles is meant to guide the policy and practice of
internationalization (CBIE, 2014) while recognizing that it will have different applications, “depending upon the academic mission of individual institutions” (CBIE, 2017d).

5.2 Analysis of Policy Documents

From an analysis of the documents described above, several themes emerged in relation to the first research objective, which involves:

**Obj.1.** Analyzing the convergences and divergences of dominant themes relating to students as part of the overall ethics-oriented policies at the international and national level.

The themes discussed below include those that were common across all documents as well as the main themes that were dominant at the international and national levels, respectively. What follows is a contextualization of the student-oriented themes represented in the ethics-oriented internationalization policies of organizations at the international (OECD, IAU) and national (ACDE, CBIE) levels.

<table>
<thead>
<tr>
<th>Table 6: Policy Document Themes</th>
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<tr>
<td><strong>Common Themes</strong></td>
</tr>
<tr>
<td>Equitable access for all students</td>
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<tr>
<td>Protection of student rights</td>
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<tr>
<td>Providing accurate information to students</td>
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5.2.1 Equitable Access for All Students

At the international level, equitable access to higher education has become a key policy issue in light of the United Nation’s Sustainable Development Goal 4, which aims for, “inclusive and equitable quality education and to promote lifelong learning opportunities for all” (OECD, 2016, p.13). One of the targets of this goal is to ensure by the year 2030, “equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university” (United Nations Development Program [UNDP], 2017, n.p.). Both the IAU and the OECD have been working to implement these targets through monitoring and policy direction. Consequently, it is not a surprise that equitable access is a primary theme regarding ethical strategies for internationalization.

Within the OECD documents analyzed, equitable access is described as a policy challenge as well as commitment that should be made institution-wide (Hénard et al., 2012, p. 32). Equitable access to tertiary education has previously been defined by the OECD as a means of, “ensuring equality of opportunities; devising cost-sharing arrangements which do not harm equity of access; [and] improving the participation of the least represented group” (Santiago et al., 2008, p. 16). The OECD has highlighted equitable access to tertiary education against the backdrop of the expansion of tertiary education internationally and in recognition of the social and economic benefits of developing well-educated populations to contribute to the knowledge economy (Santiago et al., 2008).

From the perspective of the IAU, equitable access is described as a local and international responsibility (IAU, 2012b, p. 4). Along with being included as an important ethical strategy in the documents analyzed, this theme has been a priority of the IAU over the last five years (IAU, 2015a). Like the OECD, the IAU describes how gaining access to tertiary education is essential for developing a citizenry that can compete within a global knowledge-based economy (IAU, 2015a). The IAU has promoted increasing or broadening, “access to higher education for individuals that are underrepresented because of socio-economic status, race, ethnicity, religion, age, gender, [dis]ability or location” (IAU, 2008, p. 1). The IAU has developed recommendations
for both higher education institutions and governments on how to achieve equitable access within HEIs reinforcing that, “international mobility, exchanges and cross-border education activities must integrate the twin goals of increased access and equitable participation” (IAU, 2008, p. 2).

At the national level, Canada’s federal strategy for international education does not mention equitable access; however, both the ACDE and CBIE describe this as an important theme in their ethical policies for internationalization. With the federal-level intentions of intensifying the internationalization process in Canada (FATDC, 2014), both of these organizations outline the importance of maintaining equitable access in the development of ethical strategies by Canadian institutions. The ACDE strongly supports Canadian institutions being aware of how internationalization strategies may work to exclude students. The ACDE notes that international opportunities for Canadian outbound students are often restricted to students with the financial means to participate. Furthermore, there is the risk that inbound students may divert necessary resources away from improving access for Canadian students with demonstrated need of support (ACDE, 2014, p. 4). In focusing on equitable access, the CBIE describes that “access need not be exactly the same for all, or to the same extent, but internationalization should engage all members of the education community” (CBIE, 2014, p. 2). Through this articulation, the CBIE highlights the meaning of equity, in that the allocation of resources is not the same for all but is determined based on the needs/capabilities of the individual.

5.2.2 Protection of Student Rights

With the increase in number and diversity of international students globally, the protection of their rights has been prioritized by both the OECD and the IAU in their ethical guidelines. The OECD doesn’t provide a detailed account of what these rights are but promotes that the rights of students should be included as a necessary part of the HEIs code of ethics (Hénard et al., 2012, p. 33). Like the OECD, the IAU invites institutions to develop a code of ethics to outline and uphold student rights. The IAU elaborates on the protection of students’ rights as a social responsibility within the institution (IAU, 2012b). At the institutional level, the IAU encourages that students be clearly informed of their rights and that these are fully recognized in institutional pursuits including, “educational and research activities as well as institutional governance” (IAU, 2012b,
Furthermore, the IAU promotes public and individual responsibility and leadership on topics of student rights.

At the national level, the protection of students’ rights is viewed by the ACDE and CBIE as essential to an ethical strategy for internationalization. The ACDE does not provide substantial information on how to protect students’ rights but recognizes that international educational settings can be environments of high risk to students’ safety and security and reinforces that institutions must protect those involved. Concerning the CBIE, a section of the Code of Ethical Practice is specifically focused on the services provided to international students, which are organized into eight key points. Of these key points, three of them detail international students’ rights and how institutions can protect them. The CBIE makes it clear that the rights and confidentiality of international students should be maintained including in, “health, personal circumstance and academics” (CBIE, 2013, n.p.). As a means of protecting these rights, the CBIE also reinforces that international students should have access to impartial legal counsel to resolve issues related to, “studies, status and welfare” (CBIE, 2013, n.p.). Of all the documents analyzed, the CBIE Code provides the most detailed focus upon students and how institutions can provide services to protect them.

5.2.3 Providing Accurate Information

As a means to strengthen the code of ethics of institutions, the OECD provides guidelines for various stakeholders to provide accurate information to students in cross-border educational arrangements. These guidelines, “strive to provide an international framework for teaching quality, while responding to national capacities, limited knowledge of national systems and bodies, recognition and accreditation, as well as qualifications of educational providers” (Hénard et al., 2012, p. 33). The stakeholders include governments, HEIs, student bodies, quality assurance and accreditation bodies as well as professional bodies, who are suggested to work together in providing accurate information. This provision of accurate information is prioritized by the OECD in the effort to increase the quality of cross-border education and to facilitate students making informed decisions about an international education. Like the OECD the IAU is committed to, “the provision of accurate and factual information” (IAU, 2012b, p. 4). As a means to protect students
and institutions one of the primary principles promoted by the IAU is, “free and open dissemination of knowledge and information” (IAU, 2012b, p. 3). The IAU encourages the integration of this theme into the institutional code of ethics as a means of promoting academic integrity as well as meeting what is described as the “obligation of accountability and transparency” (IAU, 2012b, p. 3).

As a means of supporting students in making informed decisions before, during and after an international experience, both the ACDE and CBIE uphold the importance of the provision of accurate information. The ACDE describes how students, as well as faculty and staff, need to be provided with support to make, “fully informed decisions” (ACDE, 2014, p. 7). The CBIE offers a more detailed outline of this theme regarding admission and recruitment as well as study abroad. According to the CBIE, the information that should be insured for accuracy, within the institution as well as for recruiters includes admission criteria, tuition fees/financial aid, evaluations of student credits, language proficiency/training and updated information on international study opportunities (CBIE, 2013, n.p.). The CBIE consequently offers a detailed outline of the ways in which universities can provide accurate information to their international and domestic student body.

5.2.4 Promoting Student Understanding of Ethics

Similar to the theme of providing accurate information, both the OECD and IAU encourage HEIs to promote an understanding of institutional ethical codes amongst the student population. This theme was prevalent at the international level but not at the national level. The OECD describes that “the scope of ethics is expanding as higher education is becoming more global and interwoven” (Hénard et al., 2012, p. 32). As a means to strengthen the adequacy of a code of ethics within increasingly diverse and evolving educational spaces, the OECD encourages institutions to involve the wider university community in tackling ethical issues (Hénard et al., 2012, p. 32). The OECD describes how student bodies should increase students’ awareness of institutional guidelines and encourage student participation in guideline development (OECD, 2005, pp. 15-16). Furthermore, the OECD advises institutions to publicly disseminate information on ethical behaviors as well as integrate, “questions on ethics in the students’ evaluations of programmes or other satisfaction surveys” (OECD, 2012, p. 34). Like the OECD, the IAU upholds that all
members of the HE community should be provided with information and support on ethical practices and how to uphold them (IAU, 2012b, p. 3). The IAU encourages the development of extracurricular activities to give students and the educational community opportunities to address contemporary ethical dilemmas (IAU, 2012b, p. 3). Informing students of these topics is meant to encourage compliance with and implementation of the institutional code of ethics by students and the wider educational community.

5.2.5 Promoting Student Intercultural Awareness

When analyzing the documents, a common theme emerged that was reinforced strongly at the national level, which was the promotion of intercultural awareness within Canada’s diverse multicultural society. Although this theme is also mentioned by the IAU, it was of reoccurring importance across the national documents. The dominance of this theme reflects the centrality of multiculturalism to Canadian policy over the last half century (Dewing, 2013) and its close relationship to intercultural education. Describing the Canadian context, Thornhill (1999) writes, “the convergences of multicultural and intercultural education are so striking that they represent, respectively, federal and provincial responses to a self-same perceived reality” (p. 82). There is debate surrounding the meaning and intention of these concepts; however, intercultural education and multicultural education in Canada have come to denote similar policy objectives regarding the respect for and promotion of Canada’s cultural diversity (Thornhill, 1999).

The ACDE describes the importance of integrating intercultural awareness into the operations of the HEI, including research and teaching, pedagogy and content as well as through supported contact amongst diverse groups within the community. Similarly, the CBIE encourages intercultural awareness through providing opportunities for contact and relationship building that specifically highlights the cultures and institutional contributions of international students. Additionally, both organizations support educating students to respect Canada’s indigenous peoples and knowledge. The ACDE specifically reinforces that intercultural understanding involves attention being paid to, “historical and political processes that maintain unequal relations

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5 Multiculturalism is defined in many ways but is described by the Government of Canada as, “ensuring that all Canadians keep their identities, take pride in their ancestry and have a sense of belonging” (2017b, n.p.).
of power between different economic and social groups” (ACDE, 2014, p. 9). This perspective reflects contemporary Canadian educational research on international activities that are critical of the power relationships and neocolonial processes that can be involved in international relationships, which was addressed in Chapter Four and will be further discussed in Chapter Six.

5.2.6 Summary of Findings

From the collection and analysis of documents, it is observable that ethical approaches to internationalization are on the contemporary agenda of influential international and Canadian national organizations. Students are essential stakeholders in the internationalization process and have been prioritized as evidenced by the key themes identified in the documents. Although each of these documents offers a range of guidelines, the themes identified are those that directly concern students. Each of these organizations provides suggestions to their member HEIs on how to regard students in internationalization activities by promoting equitable access, protecting student rights and providing accurate information. At the international level, there is a focus upon educating students on ethical guidelines as a means to encourage student development of and compliance with ethical codes of conduct within their institutions. At the national level, the role of intercultural awareness for ethical international activities is prioritized and reflects Canada’s multicultural population and educational policy. In all cases, the guidelines developed are suggestions and their implementation is the responsibility of the institution and their contextual needs and objectives. These themes will be discussed further in Chapter Six through the theoretical frameworks introduced in Chapter Two.

5.3 Applied Thematic Analysis of Interview Data

This section turns to the institutional level of education; it reports on the semi-structured interviews with international and domestic students within the Faculty of Education at River University. It includes a participant overview followed by a thematic analysis of the findings from the interviews with international student informants (ISIs) and domestic student informants (DSIs), respectively. This section was guided by the objectives outlined below. Sections 5.3.2 and 5.3.3
address objectives 2 and 3 while section 5.4 addresses objectives 4 and 5. These research objectives include:

**Obj.2.** Examining how international and domestic students’ descriptions of the national AIE principles align with the policy conceptualizations.

**Obj.3.** Analyzing international and domestic students’ experiences of the AIE principles at the institutional level within the context of the case study of the Faculty of Education at River University.

**Obj.4.** Comparing the convergences and divergences of international and domestic students’ experiences related to the AIE principles within the context of the case study.

**Obj.5.** Assessing the strengths and weaknesses of the principles within the context of the case study through the analysis of student experiences.

From the objectives outlined, the applied thematic analysis identifies how students’ descriptions of the AIE principles align with the conceptualization within the policy and contemporary literature; it identifies the content themes related to students’ experiences of the AIE principles; it includes an analysis of the convergences and divergences of these themes across informant groups; and it provides an analysis of the strengths and weaknesses of the experiences of the AIE principles through the emergent content themes. Objective 6, concerning a discussion of findings using the theoretical frameworks is the focus of Chapter Six.

### 5.3.1 Participant Overview

The data collected for analysis is comprised of twelve student interviews including responses from six ISIs and six DSIs. The length of time that these students had spent at their faculty of study ranged from four months to six years at the time that the interviews were conducted (April-May 2017). The national backgrounds of ISIs represent three countries (two East Asian countries and one African country), while the DSIs represent six countries, (two from East Asia,
two from South Asia, one from America and one from Canada). Two DSIs held dual citizenship with Canada and another country; three held permanent residency in Canada along with citizenship to at least one other country; while only one DSI had strictly Canadian citizenship. Of these students, it is notable that only one had heard of the AIE, although this individual stated that they were not very familiar with it. Table 7 below offers a profile of ISIs and Table 8 profiles DSIs; these tables illustrate the number of informants, their associated codes, alongside academic details.

Table 7: Participant Profile: International Student Informants (ISIs)

<table>
<thead>
<tr>
<th>ISI</th>
<th>Degree</th>
<th>Time at Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Graduate</td>
<td>9 months</td>
</tr>
<tr>
<td>B</td>
<td>Graduate</td>
<td>1.5 yrs.</td>
</tr>
<tr>
<td>C</td>
<td>Doctorate</td>
<td>6 yrs.</td>
</tr>
<tr>
<td>D</td>
<td>Graduate</td>
<td>9 months</td>
</tr>
<tr>
<td>E</td>
<td>Graduate</td>
<td>9 months</td>
</tr>
<tr>
<td>F</td>
<td>Doctorate</td>
<td>9 months</td>
</tr>
</tbody>
</table>

Table 8: Participant Profile: Domestic Student Informants (DSIs)

<table>
<thead>
<tr>
<th>DSI</th>
<th>Degree</th>
<th>Time at Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Doctorate</td>
<td>3 yrs.</td>
</tr>
<tr>
<td>B</td>
<td>Graduate</td>
<td>9 months</td>
</tr>
<tr>
<td>C</td>
<td>Doctorate</td>
<td>4 yrs.</td>
</tr>
<tr>
<td>D</td>
<td>Graduate</td>
<td>4 months</td>
</tr>
<tr>
<td>E</td>
<td>Doctorate</td>
<td>2 yrs.</td>
</tr>
<tr>
<td>F</td>
<td>Graduate</td>
<td>3 yrs.</td>
</tr>
</tbody>
</table>
5.3.2 International Student Interviews

What follows is an analysis of the conceptual descriptions of the AIE principles as well as an analysis of the emergent content themes related to students' experiences of each principle within the Faculty of Education at River University.

5.3.2.1 Conceptual Descriptions

To move towards a conceptual understanding between researcher and informant, the interview framework included questions that required a description of the concepts social justice, intercultural awareness, global sustainability as well as internationalization. Through the ISIs' descriptions of social justice and intercultural awareness, it was clear that their understanding was aligned with the research and the descriptions found in the AIE. When describing social justice, ISIs dominantly focused on promoting rights for marginalized or minority groups. In regard to intercultural awareness, ISIs described how this relates to developing recognition of and respect for other cultures. The examples that students provided of their experiences of these principles further illustrated their understanding of these concepts. However, descriptions of global sustainability were more problematic. Four of the six informants were unsure of how to describe global sustainability as it relates to internationalization, expressing that they were not familiar with this domain. However, two informants who had taken courses on sustainability described its different forms, addressing the social, economic and environmental characteristics associated. In addition, ISIs described internationalization in terms of increased international student numbers within River University and that this has contributed to Canada being a multi-cultural location of study.

It is of note that not all principles were conceptually defined in the interview framework. For the principle of economic equity, a conceptual description was provided by the researcher to facilitate a direct discussion on access for students of low socio-economic status. Additionally, the principle of reciprocity was broken down into questions on the exchange of general knowledge.
and cultural knowledge to avoid misunderstandings of the conceptual meaning of reciprocity as it is framed in this research. The same procedure was followed for both the ISI and DSI interviews where the same interview framework was applied.

5.3.2.2 Global Sustainability

To address the AIE principle of global sustainability, informants were asked to describe how global sustainability had been promoted within their faculty. The dominant theme to emerge was that ISIs had not been exposed to the concept of global sustainability, that it had not been prioritized in their courses. As was noted in the challenges encountered with defining the concept, these informants did not feel that they had learned about this topic.

ISI-C: “I don't think that [the faculty] in particular did anything to really help us understand the issue of global sustainability in any way.”

However, two informants who had studied sustainability described the prioritization of the social aspect of global sustainability within their faculty. These informants described how opportunities to work with diverse colleagues was an example of global sustainability being prioritized, as the faculty provided an environment for international and intercultural discussion and collaboration. This provides evidence of the relational aspect of global sustainability, as described in the AIE, being experienced by these students.

5.3.2.3 Economic Equity

Focusing on the AIE principle of economic equity as it relates to access, “regardless of socio-economic status or financial circumstance” (ACDE, 2014, p. 6), informants were asked to describe how economic equity had been prioritized within their faculty for both international and domestic students.

In response to this question, ISIs focused upon international students. The most common theme to emerge was the role of scholarships in enabling international students to study in Canada.
However, scholarships were described as selective and competitive. Informants expressed that the Master of Education (M.Ed.) program, that has a high density of international students, did not provide many scholarships. The graduate level ISIs were all in the M.Ed. program.

ISI-E: “I guess it’s hard for me to say because most of those [funding] are provided for M.A. or Ph.D. students. So, for M.Ed., we do not have many opportunities for that…”

ISI-D: “You know when I was looking those kind of financial support… I think it’s very contest, I don’t know which one I can fit to which category. There are a lot of financial support and I think that most of them are for the students who are doing their Masters in Arts because they have to finish their research and their thesis. But for Master in Education, like me and most of my friends, they’re course-based programs and not so many of, I think few financial supports are for the students who are doing the course-based programs, yes.”

The doctorate students confirmed that there were few scholarships available, even for international students at the doctorate level. Informants described how Ph.D. students are fully funded, but only one international student is accepted each year within each department amongst many applicants.

5.3.2.4 Social Justice

Exploring the subjective realities of students in relation to the AIE principle of social justice, informants were asked to describe their experiences of how social justice was prioritized within their faculty as it relates to the HE internationalization process.

ISIs were generally positive about the prioritization of social justice within their faculty. The main theme to emerge was that ISIs had experienced social justice through course content. Of the social justice issues discussed in these courses, students most commonly described learning about the rights of the indigenous people of Canada.
ISI-B: “Based on what kind of courses I did at [the faculty], they did all address the social justice issues a lot.”

ISI-D: “…especially in our courses, we will learn a lot about social justice things, yes.”

However, ISIs further expressed the need for greater recognition of how the high tuition fees, for international students, limits access to an international education for people from lower SES backgrounds. ISIs described these financial barriers as a social justice issue that requires further attention.

ISI-B: “Especially for the international students in Canada because they have to pay the extra tuition fees. So, if they did not have that kind of access or this kind of economic support they cannot even go to go abroad to study.”

ISI-D: “For some students, they don't have financial support from their family, they have limited opportunities to study abroad, yes. I think the [River University] they should give international students, especially international students who come from a poor family, more opportunities to you know study here, yeah.”

Having described financial barriers as an under-addressed social justice issue, these responses provide a broader understanding of students’ experiences of economic equity, whereby high tuition fees and lack of scholarships are limiting equitable access to an international education at their faculty/university.

5.3.2.5 Intercultural Awareness

To address the fourth principle of the AIE, informants were asked how intercultural awareness had been promoted within and between international and domestic students and teaching staff. ISIs predominantly described how intercultural awareness had been prioritized in their courses within the classroom. The informants most commonly described how teaching staff
played an important role in facilitating cultural awareness amongst the diverse students within their classes by encouraging collaboration and challenging stereotypes.

ISI-D: “For example, our instructors will encourage us to think from different perspectives, to include, to encourage students with different cultures to express their opinions in the classroom and their different opinions are respected and be understood.”

ISI-C: “Um so [professors] try to ask different questions when the Canadian experience is taken for granted within the sort of the classroom discussions, or yeah, like avoiding the stereotypes. So, if any of my classmates turn to me and say in Japan it happens like this right, by using certain stereotypical understanding of Japan, my supervisor intervened and would say that’s a very problematic way [laughs] to have a conversation with me.

5.3.2.6 Reciprocity

In consideration of the various practices involved in building reciprocal relationships (see section 2.1.2.5), the informants were asked questions that focused specifically on knowledge exchange. To examine how students had experienced this principle within their faculty, they were first asked to describe the process of knowledge exchange between international and domestic students.

Once more, the common theme for this principle was that students had experienced reciprocal knowledge exchange in their courses during classroom activities. They commonly described how it was within their classes that international and domestic students had an opportunity to share their perspectives and exchange ideas.

ISI-D: “I like the knowledge exchange happening in our classroom, yes. In our classroom, we can share different opinions and different voices.”

Additionally, informants described how seminars played an important role in sharing knowledge. Seminars were described by two informants as offering a platform for sharing research
and developing collaborations. However, four of the ISIs described how outside of academic activities there were not a lot of opportunities for communication between international and domestic students.

ISI-D: “But, I want to say that outside the classroom we don't have enough opportunities to communicate with other students with different cultures, yes. We don't have many communications, yes.”

The second question ISIs were asked to examine reciprocity was focused on how staff and students’ cultural knowledge and backgrounds had been acknowledged within the faculty. As was discovered through the question on intercultural awareness, students commonly described how the acknowledgment of cultural knowledge and backgrounds took place in their courses through the encouragement of teaching staff in class.

ISI-F: “My classes are [...] my classes have been very inclusive [and] so have the professors that I have worked with.”

ISI-E: “I think it's pretty well since teachers in our faculty tend to listen to us and they like us to discuss and talk about our opinions and our thoughts on those issues.”

5.3.2.7 Findings: ISI Interviews

From the interviews conducted with ISIs, strengths and weaknesses can be identified related to students’ experiences of the AIE principles. Figure 5 below visualizes the question-based structural themes along with the content themes that emerged from ISI responses.
Two areas of weakness emerged, which relate to students’ experiences of global sustainability and economic equity and how these were described as not having been strongly prioritized within their faculty. Global sustainability was a challenging concept for the majority of the ISIs and one that was dominantly described as not having been prioritized in courses because students had not been exposed to this concept. However, students who had studied the concept were able to connect their experiences to global sustainability. A greater understanding of global sustainability amongst the ISIs could have resulted in more examples of how this principle is being prioritized and influencing the faculty. However, students’ lack of understanding of this concept suggests that it is not a prioritized topic, but rather discussed in select courses. Regarding economic equity, ISIs expressed concerns over the competitive and limited number of scholarships for international students. ISIs further expanded on financial barriers as a social justice issue for those who do not have the economic background to pay the high international tuition.

In consideration of the AIE principles that were represented in the data as having been strongly experienced, these included social justice, intercultural awareness and reciprocity. Based on their responses, ISI had a clear understanding of these concepts and were able to easily identify their experiences of each. ISI described how it was within their courses and classroom activities that they had experienced each of these principles. The concept of social justice was dominantly
experienced through course content, while high tuition fees for international students challenged the concept of social justice within the faculty by limiting access. For both intercultural awareness and cultural knowledge exchange, the ISIs identified the dominant role that teaching staff played in encouraging and prioritizing these principles between students in class. In regard to reciprocal knowledge exchange, between international and domestic students, ISIs described how this took place within course-related classes and seminars. However, it was expressed that there was not a lot of socializing between international and domestic students outside of these academic settings.

5.3.3 Domestic Student Interviews

The section that follows includes DSIs descriptions of the AIE principles and an analysis of the content themes that emerged from their experiences of these principles within the faculty.

5.3.3.1 Conceptual Descriptions

Following the same procedure that was undertaken with the ISI group, DSIs were asked questions regarding their conceptual understanding of social justice, intercultural awareness and global sustainability, to address how these aligned with the descriptions provided by the research and the AIE. They were also asked to reflect on internationalization and how this is influencing their university. Regarding social justice, all DSIs provided examples that referred to the maintenance of the rights of minority groups through the balancing of unequal relationships of socio-economic power. When asked about intercultural awareness, the DSIs commonly described how this concept relates to recognizing and respecting cultural differences through active listening and communication. However, one DSI described how this was not a term that she used and consequently she was unsure of how to define it. In addition, DSIs described internationalization in terms of increased international student numbers within River University while perceiving this increase in recruitment as primarily financially motivated.

Like the ISI group, DSIs demonstrated similar difficulties with defining global sustainability. Four of the six informants described how they were unsure of how to define the concept and an additional informant chose not to answer the question. However, one informant
connected global sustainability to the internationalization process, describing it as promoting equal and ethical resource flows between countries as a means to encourage mutual benefit. This informant’s understanding of the concept can be attributed to their program of study, which focuses on international development education from a comparative perspective. As was discovered through the ISI interviews, experience in specific courses influenced a conceptual understanding of global sustainability.

5.3.3.2 Global Sustainability

To move towards an understanding of DSIs experiences of global sustainability they were asked how this had been promoted within their faculty. Considering students unfamiliarity with this concept the majority of DSIs described having not been exposed to this concept and expressed an uncertainty regarding how global sustainability had been promoted.

DSI-E: “I'm not sure. I'm not sure because I still think that I do not have a very clear understanding of global sustainability.”

However, the one informant that provided an operationalization of global sustainability did not think that this had been promoted within the faculty or the university. This informant described that uneven resource flows challenge a globally sustainable model for internationalization and that he perceived that the incoming students into River University were much greater than the outgoing students, particularly for longer study periods.

DSI-A: “My sense is that there are very few students who go abroad from Canada, Ontario and my institution for full programs of study. My sense is that they go abroad for short stints, for exchange programs and semesters abroad, which I did myself. But that the nature, the full out in-situ staying in a society for an extended period of time, that's less likely at my institution and Ontario and Canada.”

Regarding the flow of international students, this informant was correct. The number of inbound international students to Canada far exceeds the number of outbound Canadian students
to universities abroad (see AUCC, 2014, pp. 21-24). A discussion of these findings will be provided in section 6.3.2.1.

5.3.3.3 Economic Equity

Addressing the principle of economic equity, DSIs were asked how this had been prioritized within their faculty for both international and domestic students from low socio-economic backgrounds. Like the ISIs, the dominant theme to emerge amongst the DSI group was that there exist few and competitive scholarship options for international students, particularly at the graduate level.

DSI-D: “I don't, I haven't really seen something that [the faculty] particularly really do to reduce the gap. Unless you are a Ph.D. student, Ph.D. students have an equal funding system whether you are a domestic or an international. But for master’s students, there are still gaps.”

Reinforcing the descriptions of the ISI group, DSIs pointed out the equal funding options for doctorate students, but it was again noted that only one international Ph.D. student is accepted into each department every year.

Furthermore, the second most common theme to emerge from DSI responses was related to high tuition fees. Half of the informants described how the high tuition for international students was a barrier to economic equity.

DSI-C: “I cannot say that that's the case for international students, I have not seen that because every single international student that I have ever come across always pays astronomically more for their tuition, as well as even access to resources.”

DSI focused primarily on international students when addressing the question of economic equity. Only one informant elaborated upon resources for domestic students describing that there is a program put in place to support access to River University for low SES citizens of Canada.
However, this informant described how this program is small and underfunded in relation to the demand.

5.3.3.4 Social Justice

When DSIs were asked about how they had experienced social justice issues, related to the internationalization process, being prioritized within their faculty, negative themes emerged. Half of the informants described that they had not experienced this being prioritized.

DSI-D: “I haven't really seen any particular way that [the faculty] try to prioritize... I haven't really seen so I can't really speak about it.”

DSI-B: “I just don't really know personally I haven't really seen them emerge that much at [the faculty].”

DSI-C: “It's not.”

The other half of the informants discussed how the faculty had curated courses and events which engage with social justice issues. However, these informants expressed skepticism towards how social justice regarding internationalization was being prioritized day-to-day, as they had witnessed different forms of unjust practices resulting from internationalization including high tuition fees for international students.

5.3.3.5 Intercultural Awareness

DSIs were also asked how intercultural awareness, within and between international and domestic students, had been prioritized within their faculty. The most common theme to emerge focused on the social events curated by the Association of International Students (AIS), which is a student-run group developed for relationship building across students. However, one informant who has acted as an organizer for the AIS described how it has only been minimally effective. She
described how at events domestic students and international students often form separate groups and as the year progresses international students eventually stop participating.

DSI-F: “As a student association we can get students that are local or students that have lived here for a long time to be able to participate in activities. Initially, international students will come out, but towards the middle or at the end of the school year they don't…”

This informant reflected upon how these intercultural events are not a top priority for international students given the reality that they are adjusting to a new country and study environment as well as working to keep up with the requirements of their classes; these demands were corroborated by ISIs.

In the interviews with ISIs, the Association of International Students was only mentioned by two informants who described the group as something that had gone dormant in recent years and was now in the process of being revived by students. These responses reinforced the idea that work still needs to be done to bridge relationships between international and domestic students outside of class.

5.3.3.6 Reciprocity

Following the same interview framework that was used for the ISI group, the principle of reciprocity was addressed by focusing on the process of knowledge exchange. DSIs were first asked to describe how knowledge was exchanged between international and domestic students within their faculty. The DSI described how the teaching staff of their classes/courses played an important role in whether or not knowledge exchange between international and domestic students was experienced. Decisions teaching staff made within their classes to prioritize knowledge exchange between international and domestic students worked to facilitate this exchange.

DSI-B: “I felt that the teacher worked really hard to showcase the diverse backgrounds and experiences of all of the students regardless of what program they were in, which I
found really really interesting. So, I think that a lot of it had to do, at least from what I've seen, from the individual faculty and how they sort of prioritize diversity and experience within their classes.”

DSI-E: “I think when it comes to courses it really depends on the professors. The courses are wonderful places to hear experiences of all these people with different backgrounds, but some of the professors are more open to others so it’s not the same in all of the courses.”

The second question that DSIs were asked was to describe the ways in which staff and students’ cultural knowledge and backgrounds had been acknowledged within their faculty. DSIs once again illustrated how it was within specific courses that this had been experienced and that instructors were instrumental in this process in the classroom.

DSI-B: “Within courses, I think it has to do with the individual faculty and like they’re actively trying to foster environments where that sort of information is welcome and is valued.”

However, one informant did not feel that cultural knowledge was being acknowledged. This informant described how within the dominant forms of knowledge production, diverse cultural knowledge forms are often marginalized.

DSI-C: “I think um other kinds of knowledges that are outside of the dominant forms of knowledge production are really, they are not just marginalized but they are seen as not as important, right?”

5.3.3.7 Findings: DSI Interviews

From the DSI interviews, strengths and weaknesses were identified related to informants’ experiences of the AIE principles. Figure 6 below visualizes the question-based structural themes along with the content themes that emerged from DSI responses. In the section that follows, the
strengths and weaknesses from the DSI interviews are discussed and contextualized with the findings from the ISI interviews.

Figure 6: Hierarchy of Structural and Content Themes: DSI Experiences of AIE Principles

5.4 Divergences/Convergences and Strengths/Weaknesses

Across the ISI and DSI groups, notable thematic convergences and divergences emerged in relation to their experiences, which reflect the strengths and weaknesses of the AIE principles within the Faculty of Education. Overall, the DSI group expressed stronger criticism towards how and to what degree the principles of the AIE had been prioritized within their faculty (see Table 9). Once more, this section addresses the following research objectives:

Obj.4. Comparing the convergences and divergences of international and domestic students’ experiences related to the AIE principles.

Obj.5. Assessing the strengths and weaknesses of the principles within the context of the case study through an analysis of international and domestic student experiences.
5.4.2 Convergences

Global sustainability was a challenging topic across informant groups and was weakly represented in the experiences of both. Global sustainability had only been experienced by two international informants who associated this to their opportunities for international social experiences within their faculty. Economic equity was an additional weak area as both informant groups described that they had not experienced this due to the selective and competitive options for scholarship funding at both the graduate and doctorate levels.

A dominant convergence across both informant groups was the role that teaching staff played in promoting reciprocal cultural knowledge exchange between international and domestic students. Informants reflected on how it was through the encouragement of teaching staff that they were able to communicate and learn from one another. DSIs made it clear that they had only experienced this in specific classes/courses where teaching staff made the conscious decision to prioritize this kind of exchange, while one DSI had not experienced this at all. As both informant groups described that meetings between international and domestic students are minimal outside of class, the findings demonstrate that teaching staff play a significant role in promoting reciprocal cultural knowledge exchange as well as promoting intercultural awareness across these student groups.

5.4.1 Divergences

One divergence between the international and domestic responses was in their experiences of social justice. Although ISIs and DSIs both provided some evidence of how social justice was prioritized within their faculty, there was some divergence in their responses. International students were positive about how their courses had prioritized social justice issues. Conversely, domestic students were skeptical of the practical effect that theoretical discussions of social justice have within their faculty; while still half of the DSI described that they had not experienced social justice in the internationalization process being prioritized within their faculty at all. However, ISI and DSI similarly reflected on how, in practice, financial barriers posed by high international fees are an ongoing social justice as well as economic equity issue, respectively.
The topic of intercultural awareness, between international and domestic students, also represented a divergence. ISIs descriptions represent a strong experience of this principle, noting that it had predominantly been experienced through the encouragement of teaching staff within their classes. DSIs described the Association of International Students (AIS) as a means for which this principle can be promoted, which is represented as a strength, however, its minimal effectiveness in connecting students can be seen as a weakness. However, DSIs later provided evidence of how intercultural awareness was promoted through the sharing of cultural knowledge, as facilitated by teaching staff within their courses.

It is important to note that although the content themes illustrate a difference in the kind of experiences informant groups reported, the descriptions of whether or not these principles were experienced, i.e. their strengths and weaknesses, largely converge. The strengths and weaknesses of the AIE principles that emerged from student experiences is outlined in Table 9 below and a discussion of these strengths and weaknesses is focused upon in section 6.3.2.
Table 9: Comparison of ISI and DSI Experiences of AIE Principles: Strengths/Weaknesses

<table>
<thead>
<tr>
<th>AIE Principles</th>
<th>ISI Experiences</th>
<th>DSI Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strengths</td>
<td>Weaknesses</td>
</tr>
<tr>
<td><strong>Global Sustainability</strong></td>
<td>Environment for collaboration across diversity</td>
<td>Not exposed to this concept</td>
</tr>
<tr>
<td><strong>Economic Equity</strong></td>
<td></td>
<td>Competitive/ selective scholarships</td>
</tr>
<tr>
<td><strong>Social Justice</strong></td>
<td>Course content</td>
<td>High international tuition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intercultural Awareness</strong></td>
<td>Encouraged by teaching staff in classes/courses</td>
<td>Association of International Students (AIS): Activities</td>
</tr>
<tr>
<td><strong>Reciprocity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Knowledge Exchange</strong></td>
<td>Classes/courses, Seminars</td>
<td>Not a lot of opportunities outside of class activities</td>
</tr>
<tr>
<td><strong>Cultural Knowledge Exchange</strong></td>
<td>Encouraged by teaching staff in classes/courses</td>
<td>Encouraged by teaching staff in specific classes/courses</td>
</tr>
</tbody>
</table>
5.5 Summary of Analysis Findings

Within this chapter, data from documents and semi-structured interviews were analyzed. The analysis of documents has demonstrated that at both the international and Canadian national level, policies have been developed to approach internationalization through the establishment of ethics-oriented guidelines. Across these documents, students have been identified and prioritized as key stakeholders to the processes of internationalization. Themes related to the prioritization of students have been identified and were discussed from these policy documents at both the international and national level. Both convergent universal themes across documents as well as themes specific to the international and national level were analyzed. In addition, addressing national policies in practice at the institutional level, students’ descriptions and experiences of the AIE principles were demonstrated and analyzed through the dominant content themes that emerged in relation to each principle. These themes were organized to represent the convergences and divergences in student experiences across informant groups. The strengths and weaknesses of these principles have been outlined in terms of how each principle was or was not experienced. Although the Dean of the Faculty of Education described that the AIE had not directly been implemented into the internationalization strategy of the faculty (Faculty of Education, personal correspondence, August 21, 2017), the findings suggest that students have experienced the principles of intercultural awareness, reciprocity, social justice and global sustainability to varying degrees. In the chapter that follows, the findings of this analysis will be discussed utilizing the theoretical frameworks outlined in Chapter Two.
Chapter 6

6. Discussion

This chapter focuses upon a discussion of analysis findings. Using the internationalization ideologies of Stier (2004) as well as the articulations of internationalization outlined by Andreotti, Stein, Pashby & Nicolson (2016), the findings of the research questions will be discussed, which is the focus of Obj.6. The chapter first discusses the ethics-oriented internationalization policies analyzed in section 5.2; this section addresses RQ1 through the application of the theoretical frameworks. Following a discussion of the ideologies and articulations represented in the AIE in theory, the chapter addresses RQ2, discussing the convergent and divergent descriptions and experiences of the principles within the faculty. The section that follows confronts RQ3, discussing the strengths and weaknesses of how students experienced the influence of the AIE principles within the faculty. Utilizing the theoretical frameworks, this section addresses the disconnect between the ideologies and articulations of the AIE policy in theory and students experiences in practice. From the perspective of the data analyzed, the challenges of the articulation of relational translocalism within contemporary HEIs is described and the AIE is discussed in terms of its relationship to the concept of ethical internationalism. The chapter ends with suggestions for future research alongside concluding remarks.

6.1 Ethics-Oriented Policies: Idealism and Global Public Good

In reiteration, the ideology of idealism and the articulation of internationalization for the global public good observe internationalization as a means to create a better world through global knowledge development. This ideology and articulation provide a theoretical lens from which to address research question one.

RQ1: What are the dominant convergent and divergent themes that represent students as part of the overall ethics-oriented policies for internationalization at the international and national level?
By addressing dominant themes regarding students as well as the divergences and convergences of these themes, what became evident through the document analysis is that the ideology of idealism and the articulation internationalization for the global public good frame the ethics-oriented policies developed by the OECD, IAU(UNESCO), ACDE and CBIE at both the international and national level. The convergent themes that were identified across policies including, equitable access for all students, protection of student rights and the provision of accurate information for students, each represent the core tenants of this ideology and articulation. Within the divergent themes of promoting student understanding of ethics at the international level and promoting intercultural awareness at the national level, each maintains an idealistic perspective of internationalization that reinforces its global public benefit in supporting cultural awareness and promoting ethical engagement, respectively. Morals and values are central to each of the themes that emerged, focusing on democratic rights, equality, social justice and the development of the individual through increasing access to education, which is aligned to the aforementioned ideologies and articulations (Stier, 2004; Stein et al., 2016).

As was discussed in Chapter Five, the organizations represented in the document analysis recognize the social and academic challenges faced by expanding the economic model for HEI internationalization, premised on competition. As a response, through the dominant themes identified, these policies promote the increased involvement as well as protection of students in the processes of internationalization to move towards practices that re-center the quality of the student experience and foreground equal rights. Each of these policies recognizes the positive social benefits that HE internationalization can facilitate, individually, nationally and globally, including increased intercultural awareness at the national level as well as increased global cooperation. At the international and national level, the implementation of these policies is viewed as a means to increase the positive impact and continued development of internationalization through strategies premised on the ethical values described. Consequently, the critiques of this ideology and articulation also apply. The continuation of internationalization is determined to be beneficial within these policies and is fundamentally left unchallenged. Furthermore, although national political and economic asymmetries in the development of internationalization are addressed, internationalization continues to be viewed as a means to create equality premised on a
modern development perspective of democratic participation within the global knowledge economy.

6.2 AIE

6.2.1 AIE Principles in Theory: Towards Anti-Oppressive Internationalization

Anti-oppressive internationalization is an articulation that challenges conceptions of universalized global knowledge while centering social justice and solidarity with the experiences, narratives and knowledges of marginalized groups. Amongst the policies reviewed and analyzed, the ACDE’s AIE is the only one that foregrounds an anti-oppressive articulation. In theory, the AIE supports the anti-oppressive articulation by providing, “careful consideration to marginalized individuals, groups and communities” (ACDE, 2014, p. 3). The principles of global sustainability, economic equity, social justice, reciprocity and intercultural awareness critically address balancing relationships of power as they take shape through the various processes of internationalization. However, because the ideologies and articulations utilized in this research can be represented in many ways within one source (Steir, 2004; Andreotti et al., 2016), the AIE also provides evidence of the idealism/global public good perspectives, as previously described, as well as the ideology of educationalism (discussed below in section 6.3.2.2).

This research has discovered that in practice, students’ experiences or lack of experiences of the AIE principles provide evidence of ideologies and articulations that are both aligned with and counter to the AIE. What is discussed in the following section is that students’ experiences of the AIE principles reflect educationalism, which is aligned with the ideologies of the policy but also relate to the ideologies and articulations of instrumentalism and internationalization for the global knowledge economy, which are in contrast to what the AIE promotes. Identifiably, there is a discordance between the ideologies and articulations of the policy and current practices within the Faculty of Education at River University. This identified discrepancy contributes to the growing body of literature aimed at addressing the disconnect between national policy and institutional practice of internationalization in Canada (see Guo & Chase, 2011; Karram, 2013;
Larsen, 2015; Scott et al., 2015; Guo & Guo, 2017). In section 6.3.2 that follows, RQ2 is addressed by focusing on the descriptions and experiences of the AIE principles by students within the faculty.

6.2.2 AIE Principles in Practice

**RQ: 2.** What are the convergences and divergences between international and domestic student descriptions and experiences of the AIE principles within their faculty?

An analysis of the data has demonstrated that international and domestic students’ descriptions and experiences share many commonalities regarding the AIE principles. The descriptions and experiences provided by ISIs and DSIs illustrated similar findings across the principles, reflecting shared realities as well as an awareness amongst the DSIs of ISIs experiences. DSIs were quick to include stories that reflected on the ISI experience, such as the lack of economic equity, rather than strictly expressing their own experiences. Notably, the sample of students that made up both the ISI and DSI groups were significantly international in relation to their citizenship backgrounds and experiences studying in different countries. Interestingly, there was a greater diversity of national backgrounds amongst the DSIs, representing six countries, then the ISIs, representing three countries (see section 5.3.1). Of all the informants, only one had no experience of studying internationally. The "international" and "domestic" binary distinction between these informant groups has been addressed within the literature as largely an administrative one, which allocates certain rights and responsibilities (Kenyon et al., 2012). However, this binary distinction masks the diversity within and between these student groups (Jones, 2017). As Kenyon et al., (2012) writes,

“… this group of students is internally diverse, and the line between international and domestic is increasingly blurred, with universities enrolling international students partially schooled in Canada, Canadian citizens who have never resided in the country, recent immigrants to Canada, and American students who share language and some cultural elements with English-Canadian students. This complex reality is at odds with a binary classification of domestic and international” (p. 3).
Consequently, considering the sample informants study within the same faculty and that the DSIs share similar international origins and study backgrounds as their ISI colleagues, it is probable that this contributed to their similar descriptions and experiences of the principles analyzed. However, DSIs greater criticisms of the prioritization of these internationalization principles, in general, may be the result of their familiarity with the faculty and the university, due to their greater average length of enrollment in years. However, caution is taken with this assumption, which would require a larger research sample and further interrogation, to confirm.

The convergences and divergences of students’ experiences are further illustrated through the strengths and weaknesses of their experiences of the AIE principles within the faculty, as discussed in the following section.

6.2.2.1 Instrumentalism and Global Knowledge Economy: Weak Influence

**RQ: 3.** What are the strengths and weaknesses of how international and domestic students have experienced the influence of the AIE principles within their faculty?

The ideology of instrumentalism (Stier, 2004) and the articulation of internationalization for the global knowledge economy (Andreotti et al., 2016), represent market-oriented motivations for the processes of internationalization, where education is commodified. From these orientations, economic growth and competition are primary. This ideology and articulation are evident in students’ convergent weak experiences of global sustainability and economic equity within the faculty.

The principle of global sustainability, through the safeguarding of social, economic and environmental balance across the globe for future generations (Brown et al., 1987) is a challenging undertaking in the face of uneven economic globalization (Pashby & Andreotti, 2016). The similar lack of informant understanding of this concept and how it relates to internationalization suggests that more work needs to be done to integrate this topic into the curriculum and the broader internationalization discussions within the university. The social pillar of global sustainability, that was identified by two ISIs, provides some evidence that this has been prioritized within the faculty.
Additionally, students’ experiences of intercultural awareness building, reciprocal knowledge exchange and social justice education align with the variously defined concept of the social pillar (see Murphy, 2012; Thin, Lockhart & Yaron, 2002) and give evidence of its influence. However, the social and economic pillars of global sustainability are fundamentally intertwined (Thin, 2002) and there is evidence to suggest that the strength of these pillars is jeopardized by the current recruitment patterns of the faculty and the university. As mentioned by a DSI, the current migration of international students to the faculty, university and into Canada generally are globally unsustainable; these recruitment patterns can be described as instrumentalist in their primary support of Canada’s economic growth.

The incoming flow of students to River University, and Canada as a whole, is much greater than the outgoing flow of students (AUCC, 2014) and many of these incoming students are citizens of low or lower-middle income countries (River University, 2017; CBIE, 2016). International students are encouraged to stay and work in Canada through the Post-Graduate Work Permit and applications for permanent residency, as Canada looks to fill skilled job positions (Kenyon et al., 2012), which is an instrumentalist aim. According to a 2016 CBIE survey, fifty percent of international students surveyed in Canada expressed their intention to apply for permanent residency (CBIE, 2016, p. 20). Consistently, studies have shown that international students have the tendency to stay in the countries where they obtained their qualifications and Canada has tried to facilitate this process (Kenyon et al., 2012). Representing the primary critique of the instrumentalist aim provided by Stier (2004, p. 91), these processes can influence brain drain (see section 2.2.1.2) particularly from countries that do not have the international education infrastructure to attract and reciprocally benefit, both socially and economically, from skilled students and laborers (Andreotti & Stein, 2016; IAU, 2012a; Stein, 2016).

Canadian policies that support professional network building with international students’ countries of origin and encourage repatriation could facilitate what has been termed brain circulation; whereby, highly skilled individuals return to their home country to “stimulate national development” (Cao, 1996, p. 269). Projects encouraging this process have been developing for instance between Canada and China (International Development Research Centre [IDRC], 2014). Brain circulation is of course a challenging social, political and economic issue that is beyond the
scope of this research to address in detail. However, for River University and the Faculty of Education to move towards ethical approaches to internationalization that are globally sustainable, coordination with the Canadian Federal Government to develop internationalization policies that balance uneven international student migration and address its socio-economic impact, particularly upon low-income countries of origin over time, is a recourse for action. By doing so, the faculty would further prioritize reciprocity by working towards institutional partnerships premised on a balanced exchange. Evidence of brain circulation being strategized within the university and faculty was not uncovered however it will be interesting to observe how the topic will factor into the internationalization strategy that is currently in development. Ultimately, based on the descriptions provided by students, the principle of global sustainability has been shown to have a weak influence within the faculty.

In regard to the principle of economic equity, students unanimously agreed that this had not been experienced as a priority within their faculty. As noted, informants specifically focused upon the lack of support for international students from lower socio-economic backgrounds. With tuition rates many times higher for international students (see Table 3) and few scholarship options, access to an international education within the Faculty of Education at River University has been described as largely limited to students from economically stable backgrounds or to those with the merits to obtain a scholarship. Further investigation supported informants’ claims. The Ontario Student Assistance Program, which is a provincially and federally funded aid program for students in postsecondary education in Ontario is not available for international students. Graduate base-funding packages are available to both international and domestic students in full-time Ph.D. and M.A. programs; however, the majority of international students within the faculty were described as being registered within the non-funded degree track. In the face of structural deficit within River University, a key budget strategy of the faculty has been to increase international student recruitment into non-funded professional graduate programs (Faculty of Education, 2015). As Stein and Andreotti (2016) have identified, “international students are largely framed in higher education policy and practice as “cash” (i.e., as economic assets)” (p. 230), whereby international students are viewed as a means to offset declines in government funding to higher education and bolster economic growth. Karram (2013) further reinforces this point in her comparative research on the Anglophone countries leading internationalization, which evidenced how, “foreign students
are objectified as tradable units in the market-driven discourse of economic development” (n.p.). The current study has identified that international students serve an instrumentalist function within the faculty as important economic assets and this has resulted in the economic class composition of international students being reportedly homogeneous. The evidence supports that economic equity, specifically for the international student body, has had a weak influence within the faculty.

6.2.2.2 Educationalism: Strong and Weak Influence

DSI-B: “I think that [internationalization] is really good in a lot of ways because it adds a lot of cultural diversity to campus as well as to the academic sphere on the university, like different perspectives and different research backgrounds, I think that’s really really important to have.”

Educationalism focuses upon the value of learning and the opportunities to develop intercultural competence through education (Stier, 2006). The AIE principles of intercultural awareness, reciprocity and social justice and how they were experienced by both ISIs and DSIs provide evidence of Stier’s ideology of educationalism being implemented through the internationalization practices within the Faculty. Both strengths and weaknesses of students’ experiences of these principles are demonstrated through a discussion of this ideology in practice.

Both informant groups were predominantly able to describe and identify how the principles of reciprocity in terms of knowledge exchange and intercultural awareness had been experienced. Informants explained how the faculty provided platforms for contact between domestic and international students through classes/courses, seminars and within the student association. As an ideology, educationalism centers educators, students and intercultural interaction in practice (Stier, 2010). Informants described the important role that teaching staff had played in creating spaces for reciprocal exchange and intercultural awareness building, by integrating these processes into their course instruction.

Within the Canadian literature on internationalization, a common suggestion provided is for universities to develop means to connect international and domestic students (Arthur, 2017;
Guo & Chase, 2011; Li & Tierney, 2013; Myles & Cheng, 2003; Scott et al., 2015; Zhang & Zhou, 2010). Previous research has discussed how greater interaction between these student groups has promoted “cultural, academic and social adjustment” (Myles & Cheng, 2003, p. 258) for international students (see Glass & Braskamp, 2012; Heikinheimo & Shulte, 1986) as well as created opportunities for mutual cross-cultural interaction (Glass & Westmont, 2014). However, contact between these student groups has been reportedly low outside of classroom activities, both within the current study as well as within previous studies in the context of Canadian universities (Beck, 2013; Liu, 2016; Leask, 2009; Kenyon et al., 2012; Zhang & Zhou, 2010; Zhou & Zhang, 2014). Although the student association looked to connect students, it was described as not very effective. This current research has however demonstrated that teaching staff have played an important role in facilitating these interactions in class to encourage intercultural awareness and reciprocal knowledge exchange. Previous research has confirmed these findings, whereby the importance of classroom interaction between students is seen as essential for promoting intercultural awareness building and knowledge exchange but that this does not easily take place without preparation and support from academic teaching staff (Crose, 2011; Leask, 2009). Consequently, the research found that the principles of reciprocal knowledge exchange and intercultural awareness had a strong influence within the faculty.

In addition, the ideology of educationalism supports training education stakeholders on human and legal rights (Stier, 2010), which was evidenced through students’ experiences of being exposed to social justice issues within their courses and through university events. However, the critique of the application of social justice issues in practice, offered by half of the DSIs, highlights the criticism of educationalism as a “wonder cure par excellence” (Stier, 2006, p. 5) for societal issues. Providing information on social justice issues is only one part of the process of truly interrogating what exist as complex practical problems; an education in itself does not ameliorate these issues. Although the principle of social justice is upheld by the faculty as a primary commitment (Faculty of Education, 2017), DSI skepticism surrounding the practical application of social justice issues, particularly related to the international student experience (i.e., the lack of economic equity, which was also corroborated by ISIs), suggests that this principle has had a weak influence.
6.3 Relational Translocalism

As previously described, relational translocalism critically acknowledges and challenges complicities in perpetuating inequities. This articulation dissents to the “purposes and functions of the modern university itself” (Stein et al., 2016, p. 14), including the generation of universal knowledge and the development of skills and knowledge as sources of human capital (Stein et al., 2016). According to Andreotti et al., (2016), “this articulation replaces ‘internationalization’ with ‘trans-localism’, recognizing that interconnection and ethical obligations exceed the borders of the nation-state and the onto-epistemic grammar of modernity” (p. 94). However, this articulation is not represented in the policies or experiences analyzed in this research, as these sources were produced by or situated within organizations and institutions that did not work to fundamentally deconstruct the dominant modern/colonial imaginary. This discovery is not unexpected, as this articulation is uncommon in the processes of internationalization, which are contemporarily embedded within and dependent upon modern national political systems and neoliberal economics (Andreotti et al., 2016; Stein et al., 2016). Figure 7 below represents how the data analyzed for this research relates to the articulations and ideologies discussed. The graphic illustrates the density of ideologies and articulations that the data relates to, clearly indicating that the anti-oppressive and relational translocalism ideologies are not well represented in the data.
6.4 Ethical Internationalism and the AIE

It is of interest to return to the concept of ethical internationalism to discuss its relationship to the AIE, provided this concept’s conceptual importance to the EIHE project that developed the postcolonial articulations used to analyze the research findings. To reiterate, ethical internationalism, as defined by researchers of the EIHE, is premised on its commitments to intelligibility, dissent and solidarity; it is aligned with the anti-oppressive and relational
translocalism articulations described above. According to Khoo et al., (2016), “intelligibility and dissent involve a critical reading of neo-liberal orders, while solidarity indicates the potential of shared ethical commitments and collective, practical responsibilities to act” (p. 88). By maintaining elements of the anti-oppressive articulation, the AIE approaches the definition of ethical internationalism by focusing upon intelligibility and solidarity; these are represented respectively as, making inequalities created by internationalization clear and understandable, as well as strengthening bonds across diversity (Khoo et al., 2016; Pashby & Andreotti, 2016). However, a commitment to dissent is not strongly represented in the AIE.

Dissent involves challenging the neoliberal order (Khoo et al., 2016) and “engaging in the complex task of resisting the rules, principles and precepts that reassert inequities, while acknowledging our complicities” (Pashby & Andreotti, 2016, p. 775). In addressing ethical principles for internationalization, the AIE refrains from a critique of complicities within the neoliberal order. The AIE does not question the authoritative position of the modern institutions involved in the development of the policy and it does not problematize claims to the inevitability of internationalization as a reaction to economic globalization and the growth of the global knowledge economy. The AIE identifies the push for Canadian institutions to participate in the global knowledge economy and rather than fundamentally challenge this process, which Canadian HEIs benefit from, it instead suggests how to participate more ethically, allowing for continued participation within the knowledge economy. This position of the AIE highlights two of the central tensions of ethical internationalism within modern HEIs. The first being, as Khoo et al., (2016) writes, “the desire to resist and transform oppressive relations can never be completely free of power and privilege” (p. 90), particularly when the resistance is coming from within institutions of power and privilege such as the Western HEI (Mitchell, 2015). Secondly, dissenting to the fundamental power structures on which the institutions are founded is uncommon in internationalization policy and practice (Stein et al., 2016), whereby the survival of the institution is intrinsically linked to participation and productivity within the global knowledge economy. Fundamentally, although the AIE approaches ethical internationalism, the policy is still a product of the institutions involved in its development; the anti-oppressive perspective that it promotes can only go so far within Canadian institutions that continue to be premised on competition within a neoliberal global economy.
6.5 Conclusion and Suggestions for Future Research

“The work of reimagining internationalization ought to begin with a field like International Education, and this work involves both reflexivity about our own social practices and those of our institutions—especially our schools and universities—in relation to the growing call for global dialogue on how to make education more equal and ethical” (Vavrus & Pekol, 2015, p. 18).

This research had one aim and one rationale. The aim was to comparatively examine ethics-oriented internationalization policies at the international, national and institutional level through the representation and experiences of the student body. The rationale was to assess the influence of the AIE principles at the institutional level through an examination and analysis of the descriptions and experiences of international and domestic graduate and doctorate students within the particular case of an education faculty in Ontario, Canada.

Through the document analysis, the research uncovered three dominant convergent themes and two divergent themes referring to how students have been represented through the ethics-oriented policies at the international and national level. The themes identified in the analysis of the data address the ethical treatment of students through the processes of internationalization, which from the findings can be interpreted as a priority for the international and Canadian national stakeholders associated with these policies. This analysis was used to interpret the ideologies and articulations of internationalization motivating each of these policies that were clearly associated to the ideology of idealism and the articulation of internationalization for the global public good. As has been demonstrated by the findings of this research as well as by others (Guo & Chase, 2011; Guo & Guo, 2017), a disconnect between internationalization policy and practice is not uncommon. Consequently, to evaluate the practical impact of these policies, future research can directly examine student experiences of the identified themes alongside efforts made by administrative bodies to implement them within Canadian HEIs.
In addition, the representation of students within contemporary internationalization policies is further reinforced by the EAIE’s International Student Mobility Charter (2012). Although, as stated, this was not included for analysis because it does not provide guidelines for an overall internationalization strategy, it does however provide evidence of how students are being represented within internationalization policies. The EAIE has addressed the global increase in internationally mobile students and calls upon educational stakeholders to acknowledge the crucial economic and cultural assets that these students represent for sending and receiving countries (EAIE, n.d.). The impact of this charter through its adoption by the Erasmus Student Network (ESN), the Association of International Education Administrators (AIEA), as well as within organizations in Australia and the UK provides further evidence of the increased ethical and political concern to safeguard students in the processes of internationalization.

In the context of the Education Faculty in Ontario Canada, it was determined that the AIE principles have had a mixed influence upon the faculty as evidenced by the applied thematic analysis of semi-structured interviews with international and domestic students. In summary, informants were able to clearly describe the principles of the AIE with the one predominant exception across informant groups being the difficulty of explaining global sustainability as it relates to internationalization. When addressing the individual principles that the AIE is premised upon, there were apparent strengths and weaknesses based on whether or not these were experienced. Principles associated to the ideology of instrumentalism and the articulation of internationalization for the global knowledge economy were weak experiences for students, which includes the ways in which global sustainability and economic equity were predominantly described as not being prioritized within the faculty. Principles associated to the ideology of educationalism, including intercultural awareness, reciprocity and social justice represented both strong and weak experiences amongst the students. Areas of strength included the prioritization of intercultural awareness and reciprocal knowledge exchange, primarily through in class encounters facilitated by teaching staff. The student association was also recognized as a strength to promote intercultural awareness but it requires further work to unite students outside of class. Social justice, as it was prioritized through classes and events, was viewed as a strength; however, how the faculty and university are practically addressing social justice issues for international students was questioned. In addition, international and domestic student experiences of the principles shared
many similarities, the primary difference was represented in domestic students expressing greater criticism of the practical effect of the principles even when they were experienced.

Due to the reliance upon conceptual topics in the interrogation of this rationale, the credibility of the research, that is whether the concepts and observations are aligned, needs to be addressed. Through the analysis of informant descriptions of the principles, steps were taken to ensure that informants’ conceptual understandings of the principles matched those of the research and the AIE. However, the findings of the research depend upon whether students’ interpretations of their experiences relate to the concepts they described. The interpretivist epistemology further relies on the interpretation of the researcher to draw conclusions about the social world under study; findings that are open to interpretation and discussion.

To further examine the findings of this research, it would be useful to directly address the experiences of the individual principles as described by students. For instance, to interrogate the role of classes/courses and teaching staff in implementing the principles of reciprocal knowledge exchange and intercultural awareness, future research on curriculum and pedagogical practices addressed through the experiences of teaching staff would be useful. Previous research has highlighted the importance of developing intercultural competence amongst the teaching staff to facilitate these skills amongst their students (Gopal, 2011; Günay, 2016; Leask, 2009). Provided that DSIs described that intercultural exchange was facilitated by specific teaching staff, it is of interest to further examine the variability in how faculty teachers have obtained and applied intercultural teaching skills to instruct their international classrooms, by building off of the intercultural teaching competence (ITC) research of Deardorff (2009) and Dimitrov (2012). Within this vein, it would be useful to further examine what one DSI described as the cultural marginalization of non-dominant cultures and what role teaching staff play in pre-empting this within their classrooms. Furthermore, to examine the limited influence of global sustainability as a principle guiding internationalization within the faculty, it would be effective to directly research this topic from the perspective of the administration of the international department of the university as well as to investigate how this topic is being integrated into the international curriculum. Consequently, the breadth of conceptual coverage within the current study has shed light on future areas of research that would allow for a direct evaluation of the individual AIE
principles in practice, as these are significant both to the internationalization of education in Canada as well as well as to ICE research.

Furthermore, as River University is currently in the process of developing its first comprehensive internationalization strategy, but does not presently have a guiding ethical framework in place, this research provides useful guiding insights that could support this process. The research offers the university information on the representation of students within ethics-oriented policies at the international and national level as well as the strengths and weaknesses of the AIE principles within their Faculty of Education. These finding indicate what areas can be focused upon to move towards nationally and internationally identified ethical practices for the university’s internationalization strategy.

Lastly, the theoretical frameworks of Stier (2004) and Andreotti, Stein, Pashby and Nicolson (2016) that were utilized in this research have provided an appropriate means to discuss ethics-oriented internationalization policies and student experiences. These theoretical frameworks facilitated a discussion of student representation within ethics-oriented policies and a comparison of their experiences of the principles of the AIE in context. These frameworks were utilized together in recognition of how the similarities as well as the individual characters of each allowed for a deeper understanding of the inductive and abductive findings. For instance, the articulation of Andreotti et al., (2016) does not address the characteristics outlined in Stier’s ideology of educationalism, which was suited to discuss students’ experiences of intercultural awareness, reciprocity and social justice. However, Stier’s ideologies do not address the de/postcolonial perspective that is present in the AIE policy and that is represented in the articulations of anti-oppressive internationalization and relational translocalism. These postcolonial articulations enabled a discussion of the strengths and weaknesses of the AIE principles in the context of the case study in terms of the intention of the policy and the experienced influence. Taken together, these critical theoretical frameworks operated as an appropriate tool for addressing the aim of the research of comparatively examining the representation and experiences of the student body in ethics-oriented policies internationally, nationally and at the institutional level.
Reference List


Knight, J. (2014). Is internationalization of higher education having an identity crisis? In A. Maldonado-Maldonado and R.M. Bassett (Eds.), *The forefront of international higher...*


Samier, E. A. (2016). Fairness, equity and social cooperation: A moderate Islamic social justice leadership model for higher education. In L. Shultz & M. Viczko (Eds.), Assembling and governing the higher education institution: Democracy, social justice and leadership in global higher education (pp. 35-64). London: Palgrave Macmillan.


Appendix A

Interview Guide

The questions marked with an asterisk are those which were not included in the final analysis.

Section 1: Overview

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Main Question</th>
</tr>
</thead>
</table>
| Sociodemographic                    | • What is your age?  
• What is your gender?  
• What citizenship(s) do you hold?                                                                                                    |
| Educational/occupational background | • What is your educational and occupational background?  
• What program are you currently in?  
• Are you studying any specific courses?  
• Are you an international student?  
• Have you studied internationally in the past?                                                                                       |
|                                     | • How have you witnessed internationalization influencing your university?  
• Are you familiar with the Accord on the Internationalization of Higher Education produced by the Association of Canadian Deans of Education? If so, how? |

Section 2: Description and Experiences of Accord Principles

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Main Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global sustainability</td>
<td>• In this higher ed. internationalization process, how would you describe the place of global sustainability?</td>
</tr>
<tr>
<td></td>
<td>• In what ways was global sustainability promoted in your faculty?</td>
</tr>
<tr>
<td></td>
<td>• How did you involve yourself in the promotion of global sustainability within your faculty? *</td>
</tr>
<tr>
<td>Economic Equity</td>
<td>How has economic equity been prioritized within your faculty? Whereby, students from lower socio-economic backgrounds are being offered opportunities to attend the faculty.</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Justice</td>
<td>What does social justice in the process of higher education internationalization look like to you?  How has social justice been prioritized within your faculty? How have you been involved in the promotion of these social justice issues? *</td>
</tr>
<tr>
<td>Intercultural Awareness</td>
<td>How would you define intercultural awareness? How has intercultural awareness been promoted in your faculty within and between international and domestic students? How have you involved yourself in the promotion of intercultural awareness within the institution? *</td>
</tr>
<tr>
<td>Reciprocity</td>
<td>How would you describe the process of knowledge exchange between international and domestic students and teachers in your faculty? In what ways are staff and students’ cultural knowledge and backgrounds acknowledged within the faculty? How have you been involved in the promotion of this knowledge exchange between domestic and international students? *</td>
</tr>
<tr>
<td>Contact Information</td>
<td>Can you recommend any additional international/domestic, graduate/doctorate students within the faculty that would be interested in taking part in this research?</td>
</tr>
</tbody>
</table>
### Additional Questions Not Included in Analysis

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Main Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizenship</td>
<td>• How would you define global citizenship?</td>
</tr>
<tr>
<td></td>
<td>• What relationship do you see between global citizenship and internationalization in higher education in Canada?</td>
</tr>
<tr>
<td>Critical Thought</td>
<td>• In what ways has your faculty encouraged you to think critically about higher education internationalization?</td>
</tr>
<tr>
<td>Future Orientation</td>
<td>• In your opinion, what are the impacts of higher education internationalization that require further attention?</td>
</tr>
</tbody>
</table>
Appendix B

Consent Form: Audio Recorded

- Can you please state your name?
- You agree to participate in the 2017 thesis research conducted by Starr Campagnaro, a graduate student of International and Comparative Education at Stockholm University?
- You understand that at any point you can stop participating in the study without providing a reason?
- You understand that the interview will take approximately 30 minutes to one hour?
- You agree to be audio recorded?
- You understand that your personal information, including your name and university will not be disclosed to anyone outside the project?
- You understand that all personal information will be made anonymous and protected by the researcher?
- You understand that your words may be quoted in the final report, but that your identity will not be disclosed?
- Do you have any clarification questions before we continue?
Appendix C

Contact Letter

Dear student,

My name is Starr Campagnaro and I am a student studying for a master’s degree in International and Comparative Education at Stockholm University. I invite you to participate in my thesis research project. The research is a study of international and domestic students’ actions and experiences of internationalization ethics within Canadian tertiary education programs.

To participate, you will be asked to take part in an interview that will last approximately thirty minutes to one hour. This interview will be held in English and take place between you and myself over Skype. During the interview, we will talk about your experiences of higher education internationalization and how these relate to principles as outlined by the Association of Canadian Deans of Education’s Accordion on the Internationalization of Education (2014).

The interview will be audio recorded and this data will be stored in a secure computer only accessible to myself. There will be no mention of individual universities included in the research report and all student information will remain anonymous. If any text from the interview is used as part of the thesis, your identity will not be included. At any point, you are free to stop participating in the research without giving a reason.

The contribution of your thoughts and experiences will be sincerely appreciated and you are welcome to read the thesis upon completion. If you are interested in taking part in this research or would like further information, I can be contacted at:

stca5956@student.su.se

Sincerely,

Starr Campagnaro
Appendix D

Informant Codes

The following codes were used to make the identities of informants anonymous.

International Student Informant Codes

<table>
<thead>
<tr>
<th>Informant Name</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Student Informant A</td>
<td>ISI-A</td>
</tr>
<tr>
<td>International Student Informant B</td>
<td>ISI-B</td>
</tr>
<tr>
<td>International Student Informant C</td>
<td>ISI-C</td>
</tr>
<tr>
<td>International Student Informant D</td>
<td>ISI-D</td>
</tr>
<tr>
<td>International Student Informant E</td>
<td>ISI-E</td>
</tr>
<tr>
<td>International Student Informant F</td>
<td>ISI-F</td>
</tr>
</tbody>
</table>

Domestic Student Informant Codes

<table>
<thead>
<tr>
<th>Informant Name</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Student Informant A</td>
<td>DSI-A</td>
</tr>
<tr>
<td>Domestic Student Informant B</td>
<td>DSI-B</td>
</tr>
<tr>
<td>Domestic Student Informant C</td>
<td>DSI-C</td>
</tr>
<tr>
<td>Domestic Student Informant D</td>
<td>DSI-D</td>
</tr>
<tr>
<td>Domestic Student Informant E</td>
<td>DSI-E</td>
</tr>
<tr>
<td>Domestic Student Informant F</td>
<td>DSI-F</td>
</tr>
</tbody>
</table>
Appendix E

Policy Document Search

The following organizations were included in the search for ethics-oriented policy documents.

International Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIEA</td>
<td>Association of International Education Administrators</td>
<td><a href="http://www.aieaworld.org/">http://www.aieaworld.org/</a></td>
</tr>
<tr>
<td>EAIE</td>
<td>European Association for International Education</td>
<td><a href="https://www.eaie.org/">https://www.eaie.org/</a></td>
</tr>
<tr>
<td>ESN</td>
<td>Erasmus Student Network</td>
<td><a href="https://esn.org/">https://esn.org/</a></td>
</tr>
<tr>
<td>IAU</td>
<td>International Association of Universities</td>
<td><a href="http://www.iau-aiu.net/">http://www.iau-aiu.net/</a></td>
</tr>
<tr>
<td>IIE</td>
<td>Institute of International Education</td>
<td><a href="https://www.iie.org/">https://www.iie.org/</a></td>
</tr>
<tr>
<td>IIEP</td>
<td>International Institute for Education Planning</td>
<td><a href="http://www.iiep.unesco.org/en">http://www.iiep.unesco.org/en</a></td>
</tr>
</tbody>
</table>

Canadian Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACDE</td>
<td>Association of Canadian Deans of Education</td>
<td><a href="https://scee.ca/acde/welcome">https://scee.ca/acde/welcome</a></td>
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<tr>
<td>AUCC</td>
<td>Association of Universities and Colleges Canada</td>
<td><a href="https://www.univcan.ca/">https://www.univcan.ca/</a></td>
</tr>
<tr>
<td>CAUT</td>
<td>Canadian Association of University Teachers</td>
<td><a href="https://www.caut.ca/">https://www.caut.ca/</a></td>
</tr>
<tr>
<td>CBIE</td>
<td>Canadian Bureau of International Education</td>
<td><a href="http://cbie.ca/">http://cbie.ca/</a></td>
</tr>
<tr>
<td></td>
<td>Global Affairs Canada/ Government of Canada</td>
<td><a href="http://www.international.gc.ca/education">http://www.international.gc.ca/education</a></td>
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</table>