

An examination of policy in practice: A case study of inclusionary internationalization

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This article focuses on the perceptions of institutional practices and practices to nurture greater cross-cultural learning and inclusion by highlighting findings from an in-depth qualitative case study conducted at a prominent Canadian research university with a stellar reputation for recruiting and providing an inclusive environment for international students. Using a conceptual framework drawn from institutional diversity theory, this study examines perceptions by students, faculty, and staff of institutional practices and strategies aimed at nurturing inclusion for international students in order to glean insight about whether this institution is perceived to embody its espoused value of inclusive internationalization. The findings demonstrate that when internationalization is upheld as a core value of an institution, that value can be witnessed in the artefacts and rhetoric of an institution. While the rhetoric may influence the creation of additional services to support international students and faculty, it is limiting in its ability to produce inclusive environments, especially for populations of colour. The implications of these findings are discussed.

Keywords: internationalization; diversity; higher education; case study

INTRODUCTION

Many higher education institutions are currently adopting and expanding strategic plans and initiatives to promote and integrate internationalization for greater cross-cultural communication, learning, and empathy (de Wit, 2019). Internationalization can be defined as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education”. (Knight, 2015, p. 2). There is a global movement towards designing and practicing “inclusive internationalization”, which includes: consideration for different proficiencies and comfort levels in speaking the language, understanding of the national, local, and institutional context and processes; and financial obligations and challenges associated with transitioning and living in a foreign country; the psychological stress and toll of migrating into a foreign educational system with or without family, and the stereotypes, stigma, and discrimination that may be experienced by those who are not domestic (Baum & Flores, 2011; Shankar et al., 2016). This study seeks to address gaps and challenges that international students and faculty experience at their host institutions. Failure to address the needs and challenges international students and faculty experience

can result in high attrition rates, poor recruitment, and a loss of opportunity for shared interaction and knowledge sharing (Bhandari, 2018; Guo & Chase, 2011). Empirical examination of the implementation and lived experience of these policies can illuminate gaps between policy and practice.

Canada has a global reputation as being one of the most culturally diverse and progressive higher education systems in the world because many provincial governments within Canada have adopted international education policies and/or make special investments in internationalization initiatives (Guo & Guo, 2017). However, this does not necessarily guarantee that higher education institutions will create supportive environments for international students or cultivate intercultural experiences and learning. In fact, it has been noted that despite widespread institutional policy on internationalization, there is still a noticeable gap between rhetoric and reality (Guo & Chase, 2011; Haapakoski, 2020). There is also evidence of a growing backlash towards immigration and signs of increasing xenophobia within certain segments of Canada's general population (Lupart, & Webber, 2012; Mahoney, 2010). Additionally, the scholarship on internationalization has highlighted that with the increased access and globalization of the Canadian higher education, there has also been a rise in xenophobia and racism (Harrison & Peacock, 2009; Wilkes et al., 2006; Zaman, 2010), particularly in provinces where governance is historically more conservative (Levitt, 1997; Wrecking, 2013). In this paper, I investigate this gap in one higher education institution in Canada by addressing two research questions. First, how well are international and intercultural values integrated into the purpose, functions and behaviours of the institution? Second, what are the perceived challenges that hinder the institution's integration of purpose, functions, and delivery of "inclusive internationalization"?

There have been many case studies on internationalization within Canada, but they usually focus on one particular actor or segment within an institution, such as students, or a singular program and/or practice, the exception to this being Haapakoski's (2020) in-depth examination of obstacles to promoting inclusive internationalization. In that study, Haapakoski identified how neoliberalism supported Eurocentric ideas about a market economy that employs the language of education for a public good while also using education for entrepreneurial interests that ignore consideration for marginalized populations and practices that promote inclusion. This study builds upon that work by examining the ways in which different populations connected to internationalization experience institutional policies in practice.

Single case studies can be used to expand the literature on internationalization which heavily employs comparative integrative approaches. Research methods in comparative international social policy in particular, tend to cluster around case studies that explore causal explanations relative to applied knowledge and theory building (Jurkowski & Tracy, 2001). This case study will highlight perceptions of the implementation of internationalization policy espoused by a university system situated within a wider provincial system that has enacted internationalization policies for higher education. Future researchers will be able to use this single case study in comparative work to assess whether the ways internationalization is realized here are comparable to other cases. While this is a single-case qualitative study, it is derived from a comparative lens. Wolf & Baehler (2018) state single case studies in diverse settings outside of one's own environment can be used for comparative study. Single case studies provide opportunities for the researcher to glean new lessons about existing programs, policies,

and processes that can be transferred or adapted to one's own environment. At the time this study was conducted, I was working at an American university that has a small but very visible minoritized group of Saudi Arabian and Chinese students who were struggling to acclimate. My institution had very few policies and practices to address their needs and there was increasing hostility from faculty and students against these populations. As an American, I was not familiar with formal *state sponsored* internationalization policies connected to a university directive because this did not exist in my state, and I felt that the lessons gleaned from this particular Canadian university could possibly be used to promote greater inclusion at my own university.

THE PROVINCE

The university of focus in this study is situated in a conservative province which has steadily prioritized internationalization in higher education. In the past decade, there has been an exponential increase in the number of bilateral arrangements between this province and other Canadian provinces to improve internationalization. For example, this particular province has partnered with neighbouring provinces to streamline credit transfer among jurisdictions to help international students navigate between institutions. This province has also *allocated funding* to recruit graduate students and market their higher education institutions in various jurisdictions as well as shaped legislation to guide higher education and international education. The minister of education plays an active role in providing direction to the province for economic diversification and social policy, with a special focus on business and higher education. The province has even produced a framework for how internationalization should be approached and implemented.

Using a conceptual framework drawn from institutional diversity theory, I examined the institution's policies and practices. This included engaging in document analysis and interviewing students as well as the faculty, administrators, and staff responsible for implementing internationalization efforts. My primary goal was to examine whether internationalization is integrated throughout the institution or relegated to a few specialized offices, as well as to reveal the challenges and gaps that might prevent the institution from fully realizing their goal of *inclusive* internationalization.

CONCEPTUAL FRAMEWORK

My conceptual framework draws upon Chang's (2002) institutional diversity theory, which asserts that, for an institution to have true inclusion, multiple areas of the institution must be transformed. These areas are:

- 1) *Historical* – describing the past behaviour, policies, and perspectives of the institution towards students of colour: in other words, an institution's legacy of racism and exclusion.
- 2) *Structural* – the college's representation of students of color or the institution's current "face" of diversity.
- 3) *Psychological* – the perceptions, attitudes, and overall "atmosphere" of the institution for diverse populations.
- 4) *Behavioural* – the degree of "action" being taken towards including different ideas and needs in campus services and course offerings.

Chang provided a model of diversity that showed how addressing these four defining areas could mean the difference between preserving the status quo and *transforming* institutions so that they become truly inclusive. This theory of institutional transformation has been used in several studies, including Núñez et al.'s (2015) study on Hispanic Serving Institutions, which demonstrated that the level of student engagement was directly related to the level of transformation in each category. Denson and Chang (2015) also found that an institution's capacity to address these categories within institutional transformation theory were vital for nurturing cross-cultural communication and relationships.

This paper takes a constructivist view of learning which is defined as a paradigm of learning that ascribes the acquisition of knowledge as a result of how one interacts with their environment. Past experience and knowledge of learning can be blended and/or reshaped by their interactions with others, including classmates, teachers, and experiences in the environment. Consequently, those who are designated as learners can also be teachers and shape the knowledge of their instructors and classmates (Ellison & Wu, 2008). This conceptualization of learning as contextual is very much connected to the concept of fragmentation and internationalization. Fragmentation is concerned with institutional settings and the ways in which different parts of institutions exist and interact. Most of the fragmentation literature on internationalization agrees that distinct parts of these systems do not interlink or integrate the way they claim to espouse and aspire to.

METHODOLOGY

Qualitative study is appropriate for this topic because it lends itself to a more in-depth understanding of the various institutional practitioners' perceptions about inclusion policy and practice, and also the context in which these institutional policies and practices are implemented. According to Maxwell (2012), understanding participants' perspective is "not simply their accounts of these events and actions, to be assessed in terms of truth or falsity; they are part of the reality that you are trying to understand, and a major influence on their behavior" (p. 221). I utilized a case study design to examine how internationalization is perceived and enacted within a bounded system. Yin (2017) describes case study as an "empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 5). In this case, the bounded parameters are the institution which is situated within a particular Canadian province that has been traditionally conservative. This particular province is similar to other Canadian provinces with large research universities in that it is conservative but publicly committed to implementing internationalization in higher education, however this province is regarded as more conservative and rural than others that contain similar flagship institutions.

In order to gain a better understanding of the perceptions about policies and practices designed to promote greater inclusion and positive intercultural interaction, I conducted semi-structured interviews with key persons responsible for developing and enacting inclusionary policy and practice within the institution to capture their understanding and experience of the development and operation of inclusion policies and practices (see appendix for protocol). I also sought to understand what meaning they were making of the messages they received from the province, and their institutions about how to

promote inclusion and mitigate xenophobia. This inquiry gleaned insight into the experiences some institutional leaders and practitioners are having within their unique institutional context and how these experiences shape perceptions about what strategies are used to cultivate greater inclusion.

Data sources

I collected data from a number of sources to give me a more robust and comprehensive picture. Semi-structured, in-depth interviews allowed me to examine the lived realities of various types of institutional members and their experience of internationalization. Twenty-one university students and staff were identified through a stratified snowball sampling, representing a cross-section of disciplines, academic, and student affair units as well as a broad and balanced range of participants across gender, member type, race, rank, and disciplines. I did not stratify according to ethnicity and nationality but I did strive to talk to a diverse range of individuals who represented differences across both of these categories. Respondents included one provincial government officer; three senior administrators; three student affair administrators; two academic affair administrators, four faculty members, four students; and four alumni. The interviews lasted between 30 and 45 minutes, took place at a location chosen by the participant and were digitally recorded. The subject of the interviews was centred on the university's internationalization policies and practices, and experiences and observations of international and domestic interactions and communication. All of the international students, faculty, and alumni are classified as either an immigrant or as an F-1 international student.¹ The other participants were either domestic, permanent resident, or naturalized. Pseudonyms are used to mask participant identities and participants are only referred to by their role as a student, staff, faculty, administrator, senior administrator, or provincial officer.

Triangulation was used through the use of document analysis, drawing on archival internationalization program development reports, brochures, fliers, student manuals, and websites, and departmental meeting notes. Criteria for documents included the document's representation of particular efforts to promote internationalization, international services, and intercultural awareness. Additionally, documents designed for general populations (e.g. the student manual and general university marketing) were examined for language pertaining to internationalization, global outreach, and intercultural experiences and learning.

Data analysis

Dedoose software was applied to catalogue and code all data collected, including document analysis, observation, and interviews. Interview data was coded using Saldaña's (2015) approach of first and second cycle coding. For the first cycle coding, I developed thematic and in vivo codes in order to sort through my data. This approach allowed me to search for ideas directly related to both my framework and research questions. In the second cycle of coding, I used descriptive, emotional (labelling of expressed feelings and emotions), and axial coding. Next, I constructed analytic tables

¹ An F-1 visa is usually issued to international students from the United States who are attending an academic program or English Language Program in North America.

and reduced my code list using axial coding. These axial codes were then used to form categories for constructing themes.

Altheide's (1987) method of ethnographic content analysis (ECA) was used for document analysis. Ethnographic content analysis is "used to document and understand the communication of meaning, as well as to verify theoretical relationships" (p. 68). In the tradition of ECA, a constant comparison method was employed to search for words, phrases, and concepts in the artefacts available throughout the University pertaining to internationalization, inclusion, and diversity. I also took note of the locations, accessibility, frequency of use and distribution of these items as well as who was represented in these artefacts.

FINDINGS

The data reveals a nuanced and complex picture of how the mission of inclusive internationalization is perceived and experienced by different constituencies within the university.

Integrated purpose

Internationalization is well-integrated into the mission of the studied university's internationalization goals as expressed in the following statement: "Driven by the . . . vision to connect with the world, [we] works with a broad range of international and external stakeholders to support the creation of an internationally vibrant learning and research environment." (University's website, 2017). This mission is demonstrated through a high degree of visibility of rhetoric addressing internationalization in various media, the campus grounds, and documentation. Throughout my survey of online resources and the campus community, I found posters, brochures, and virtual advertisements for centres, courses, certificate programs, and activities oriented around international students, global educational experiences, and programming from international perspectives. Additionally, the institution's strategic plan for internationalization is well-known by different constituencies at all levels. All of these efforts demonstrate that internationalization *as a mission* is well integrated into both the university's policies and practices. It is also evidence that considerable effort has been made to address practices and behaviour that supports inclusive internationalization (the behavioural component of institutional diversity theory) and images, discussions, and language that promotes inclusion (the psychological component of institutional diversity theory) of institutional transformation.

Fragmented delivery

The university's attention to the psychological and behavioural components of transformation has produced some impressive results. The institution has established three centres designed to foster global citizenry, student support, and faculty teaching for better learning across cultures. There is also a web page dedicated to international news and resources. The university has devoted substantial resources to recruiting international students, which has resulted in considerable gains in structural diversity. International students make up over 20% of the university's total undergraduate population, while a staggering 75% of all graduate students are international.

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While all of these results offer promise of a truly integrated internationalization effort, some gaps were observed as well. For example, though all of the participants in this study acknowledged that the university is very vocal and demonstrative about its commitment to internationalization, few of the international students I interviewed found the available support services helpful. There were some exceptions. Tim, a Black international doctoral student, had to say about the university's international support services office:

Emails were sent about the orientation, which was very good. They talked about the school gave us sort of an orientation. So that we know how to navigate around the institution and around certain issues. . . . [I]t was helpful.

But while finding the orientation helpful, Tim also expressed confusion and a lack of support in other areas:

I wasn't even aware that [work] offices are available, nobody told me. [A fellow student] helped me get an office . . . If I didn't meet her, I wouldn't have known. I thought there should be a sort of orientation process where you tell postgraduates things like this and that is available, but I had to find out through a great friend almost accidentally. It makes you wonder how much other stuff you don't know.

This sentiment of not being informed by the University was commonly expressed by the interviewed international students. Three out of four of the students said they had little to no contact with international support services. When asked about support, all interviewed international students said that they relied on their immediate peers, faculty, or staff. This experience is exemplified in the following account offered by Catherine, a Black international doctoral student:

I would say that my graduate coordinator [has been helpful] . . . I'll [call] her to be courteous and helpful and generally [because] the other staff are . . . having an off day or whatever. I don't know that I put it to me, being an immigrant or whatever, but I haven't really had to interface with a lot of the other [staff]. But the coordinator handles the stuff for our admission and . . . she has been really good.

Additionally, while many formal structures dedicate support to international students and intercultural learning, centres and programs designed to promote intercultural learning for domestic students and faculty were both less prominent and less utilized. One White domestic academic administrator, Victoria, explained:

If I look at the number of [domestic] students that are actually going abroad . . . less than 300 are actually taking advantage of those in any given year. That's a very small number but also, it's pretty much 3% of our students going abroad, which is pathetic . . . and the majority of them are going for a really short term of one month or less.

Both Rumi, an international student support services administrator, and Frances, a faculty support services administrator described a lack of interest and participation from domestic students and faculty in intercultural learning experiences. With such a large student population, the lack of participation and brevity of participation may point to a lack of real institutional commitment and openness to intercultural learning. It could also be the result of what Archer, Jones, & Davison (2010) found, namely that when services are not fully integrated, it negatively affects student engagement and interest with the available intercultural supports.

The rhetoric and branding of acceptance

In terms of artefacts and my own observations, I found that the institution was very self-aware and proactive about creating artefacts and branding that depicted inclusive internationalization. Examples include the institution's website, programmatic activity advertising both online and in print, the pictures used to decorate the hallways, and the types of events that were sponsored. Students and faculty from all over the world, representing different ethnicities were represented in all marketing and programmatic events. On its face, the institution appears to be accepting of non-domestic participants, even celebrating their presence. This assessment of its branding was confirmed in several of my interviews with students, administrators, and faculty.

Going beyond “the face” of the institution, I found that, overwhelmingly, the institution was perceived as *structurally* diverse for two-thirds participants (mostly White), but not all. Indeed, 100% of the participants acknowledged that cultural difference and diversity are often spoken about, and all of the participants I interviewed valued international and intercultural exchanges and learning. While this is very promising, there was a significant gap in perception about how well they do that for different groups. In particular, there was a perception among persons of colour, domestic and international, and Indigenous participants, that the institution is not doing well in nurturing the psychological and behavioural components of diversity. Ava, a domestic Black faculty member, had the following to say about the institution's psychological and behavioural components of diversity:

I don't think people say, “Oh, you people from the south are not much good.” It's not as overt as that, though I'm sure there may be some . . . It's what are the attributes that are regarded as positive for a grad student to have. Then from that, certain things begin to accrue. . . . [P]eople whose primary language is English . . . Somebody coming from the States or from the UK or somewhere like that would be privileged in terms of, “Okay, [they] can speak the language”.

Many participants also described stagnation and even resistance from the university in addressing *historical* exclusion, which inevitably affects conversations about existing gaps in supporting a diverse international student population. Relatedly, while there have been efforts to address psychological diversity through the promotion of inclusive images and internationalization initiatives—which is evident by the numerous artefacts found both on the grounds of the campus, and in print and digital form—there are still perceptions of a chilly atmosphere in some areas of the university, especially against minoritized linguistic groups. An Asian permanent resident administrator, Rumi, described troubling behavioural deficits in support for students with linguistic differences:

I think that when there is a cluster of international students from one language group in their class, some professors feel that it affects their teaching style, it affects their classroom management, but they're not prepared to change anything because as far as they're concerned, those students shouldn't even be in the university, right?

Additionally, Black international and domestic students as well as Indigenous students overwhelmingly perceived racial bias in their treatment. The Black participants I spoke to, in particular, were vocal about their experience of the psychological and behavioural environment of the campus. Kia, a Black international doctoral student and staff member, described her ex-husband's experience:

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I think on a whole, African students who come from Africa are treated much worse here. I think there's definitely a hierarchy of race that occurs . . . I mean my ex-husband is Ethiopian. The experiences that he's had have been awful.

Arnold, another Black international doctoral student, described his experiences of racism:

[I]f you are white, no one will ask you where you are from, but if you are black, that question will come. . . . It's because of my skin color that they ask me where I am from. If I didn't carry a black skin, if it was white, no one will ask. It's like people just want to make you feel like you can't be from here.

Interestingly, though Indigenous populations attend the university as domestic Canadians, they were often mentioned in conversations about marginalization. A White former domestic student and now administrator, Brenda, had this to say about the behavioural diversity of the institution:

There's pervasive racism . . . I think it's less overt than it maybe was 50 years ago, but, like, I don't know, it's just the sense that people are more annoyed by black people here. But I think, like, our most marginalized group by far would probably be native people.

The disconnect between students and the services designed to help them may exacerbate these different perceptions among different groups of students about the psychological and behavioural components of the campus environment. The divergent views between different stakeholders on the function of internationalization highlight one of the primary challenges of these policies at this institution.

Fragmented functions

Competing views emerged about how to best provide support for international students, as well as what internationalization actually means among administrators, faculty, staff, and students. Senior administrators were more likely to express a more positive and altruistic view when defining internationalization and how the university embodies it. Donna, a White domestic senior administrator, explained:

Our goal is to internationalize the student experience. [It is] not a separate dimension of what the university does. It's a pervasive dimension of whatever the university does. The international is the vehicle. It is one vehicle to enhance the quality and relevance of teaching/learning, research and service.

Mid-level administrators and faculty expressed more cynicism, with the majority describing internationalization as a neo-liberal concept that is designed to not only increase global competitiveness and profit for universities but also a mechanism for improving the labour force and economy of the nation. As Ava, put it:

I think [universities] often see themselves as doing a service for these countries where students come from. They see it as a market. I know that as well as degrees, they're very keen now to sell certificates and webinars. All of these now become part of what's for sale. It breaks down knowledge into parts that can then be sold to the international market. The other issue is that, I think, with internationalization as well is that there is a shortage of labour, really, within Canada. The population is aging.

Students overwhelmingly shared this cynicism, although they did not use the term “neo-liberal”. The following quote from Kia, was representative of all four of the international students I spoke to and two out of three of the domestic students I spoke with:

I mean, really, at the university, internationalization just means bringing in international students it seems to be and to get them to pay more money to subsidize things. That’s what that means here, which is deeply problematic.

These differing perspectives on internationalization appear to be, at least in part, a function of a very siloed system of support services, that is to say, they are operating independently with very little interaction. This limits their reach and ability to collaborate and share knowledge.

While there are many institutional structures in place to foster international support and intercultural learning, there are both geographic and theoretical barriers to these structures engaging collaboratively with each other. The university’s campus is large and the three international and intercultural centres are all situated very far from each other and do not collaborate on most activities. Outside of the three centres, there are a number of administrators and staff who operate independently to support internationalization efforts, either through recruitment, retention, or coordinating intercultural learning experiences. This departmentalization has resulted in a massive hodgepodge of autonomous services that have little to no communication with each other, which directly affects the extent to which the psychological and behavioural components of institutional transformation can be fulfilled. However, at least one administrator felt this distribution was a positive attribute. Isabelle, a White domestic faculty administrator, explained:

I actually think it’s a good thing we have so many different offices addressing [internationalization], because it’s such a complex thing. I wouldn’t want anyone to do everything. I like that it’s starting to appear in lots of different places and so that means lots of people are talking about it, right?

DISCUSSION

As the world becomes more connected globally through technology and trade, the demand grows to make higher education more accessible, marketable, and inclusive for all students. Well-implemented internationalization policies can enrich learning experiences, engagement, and empathy. In this case study, I examined perceptions about internationalization as an integrated mission within a Canadian post-secondary institution to address gaps in perspectives and policy approaches.

This study has some limitations that should be noted. First, while case studies are useful for highlighting examples of broader phenomenon, they cannot be generalized. In particular, the unique context of this particular province, which has explicit internationalization goals and a high calibre and well-funded institution, may present some features that are not replicable or recognizable in other cases. Also, because this is a qualitative study, I spoke to a small subset of the university population and there may be even more nuanced trends that this approach could not capture.

There are many lessons, though, that were gleaned from this study. I discovered that when internationalization is upheld as a core value of an institution, evidence of that

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value can be witnessed in some of the psychological areas of institutional transformative theory in the form of artefacts and rhetoric. Attention to this psychological component of institutional diversity can also lead to better behavioural diversity in the form of additional services and programmatic experiences designed to foster student and faculty support and intercultural learning. This may lead to increased intercultural interaction and thus promote the development of even better attention to the psychological component of institutional transformation.

However, this may not be enough. Lambert and Usher (2013) found that while many international students felt that their university made efforts to be welcoming, they did not feel an overall sense of belonging. This may be an unintended product of Canada's decentralized education and federal government policy, which has resulted in what Schultz (2016) describes as a very different and contested context for implementation of internationalization policy. My study extends this research, demonstrating that while institutions may create structures and expose inclusive rhetoric, it may not necessarily lead to engagement or a sense of inclusion for *all* international students. While the existence of multiple services dedicated to internationalization may demonstrate commitment to the goal, there may need to be more reflection about collaboration and communication among different units within the institution to produce a more universal sense of inclusiveness.

The implications of these findings point to a need for more thoughtful deliberation about who is included in the design and facilitation of international services, professional development for faculty and staff, and general student services. It also suggests that more conversations and training around racial cultural competency and the intersectional ways multiple identities may shape a person's experience of the university should be considered.

Finally, and perhaps most importantly, these findings underscore that internationalization cannot become a vague buzzword in institutional transformation. This work aligns with the work of Andreotti (2010) and other scholars (e.g. Stein, et.al., 2019) who propose for more practical and responsive internationalization and frameworks for doing this work based on the advocacy efforts for ethical internationalization. In order to realize these efforts critical consideration must be given to gaps and biases related to race, ethnicity, and nationality in both policy and practice. This also means institutions must push beyond thinking only of the benefits international students accrue for the university, but how domestic students, faculty, and staff can benefit more from internationalization and other efforts toward inclusion.

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APPENDIX: EXCERPT FROM STUDENT PROTOCOL

- I'd like to get your observations and perceptions of your experiences here as an international student. In terms of support, on a scale of 1-10, with 1 being the lowest, and 10 being the highest, how supportive would you say the university is for international students?

- Can you identify ways in which the university has been supportive?
- What services or resources do you utilize most to support your academic, emotional, and social needs here?
- What challenges have you experienced as an international student here inside of the classroom? Can you provide an example?
- What challenges have you experienced as an international student here outside of the classroom? Can you provide an example?
- In your opinion, how can the university better serve international students?
 - Probe: are there any evident gaps and challenges that the University has not addressed in serving international students?
- Does anyone have any additional thoughts, comments, or questions you think can benefit the staff, administrators, faculty here at the university about this topic?

Excerpt from Faculty & Staff Protocol

- When you think of internationalization, what comes to mind?
- To your knowledge, what specific student goals does the university have in terms of recruiting, supporting, and retaining international students?
- Where did you think these goals come from?
 - Probe: who helped shape these goals?

- Can you describe any institutional policies in place designed to support these goals?
- To your knowledge is there any academic policies that govern how faculty approach teaching and/or support international students? If so, please describe them.
- In terms of your curriculum and pedagogy, have you ever been advised and encouraged to adjust to accommodate international students?
- Regardless of advisement or encouragement, have you , have you ever adjusted your course materials or pedagogy to accommodate international students? In what ways?



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