

University of Alberta

International student recruitment in Alberta public colleges

by

Lihong Yang



A thesis submitted to the Faculty of Graduate Studies and Research in partial
fulfillment of the requirements for the degree of Doctor of Philosophy

in

Administration of Postsecondary Education

Department of Educational Policy Studies

Edmonton, Alberta

Spring 2003

National Library
of Canada

Bibliothèque nationale
du Canada

Acquisitions and
Bibliographic Services

Acquisisitons et
services bibliographiques

395 Wellington Street
Ottawa ON K1A 0N4
Canada

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file *Votre référence*

ISBN: 0-612-82186-2

Our file *Notre référence*

ISBN: 0-612-82186-2

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

Canada

University Of Alberta

Library Release Form

Name of Author: Lihong Yang
Title of Thesis: International Student Recruitment in Alberta
Public Colleges
Degree: Doctor of Philosophy
Year this Degree Granted: 2003

Permission is hereby granted to the University of Alberta library to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly, or scientific research purposes only.

The author reserves all other publication and other rights in association with the copyright in the thesis, and except as herein before provided, neither the thesis nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatever without the author's prior written permission.



Lihong Yang
214D Michener Park
Edmonton, Alberta
Canada T6H 4M5

March 6, 2003

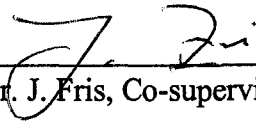
University of Alberta

Faculty of Graduate Studies and Research

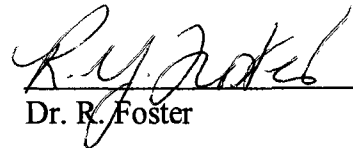
The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **International Student Recruitment in Alberta Public Colleges** submitted by Lihong Yang in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Administration of Postsecondary Education.



Dr. M. Andrews, Supervisor



Dr. J. Fris, Co-supervisor



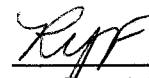
Dr. R. Foster



Dr. M. Doherty



Dr. A. A. Abdi



Dr. D. M. Kirby, External Reader

Date: Feb 21/03

Abstract

The purpose of this study was to investigate the rationales, strategies, and public policies at the institutional, provincial, and federal levels in regard to international student recruitment in the 16 public colleges of Alberta.

The research was based on data collection from a survey of all Alberta public colleges; personal interviews with selected college personnel involved with international student recruitment, and document analysis. Research findings revealed that in Alberta's public colleges, international students were recruited to enrich campus culture, generate revenue, and internationalize the curricula. Very few colleges involved in the research had strategic recruitment planning. The most often used recruitment strategies included web publications, brochures, project partners, agents, and alumni. Alberta Centre for International Education (ACIE) provided valuable promotion assistance in recruiting international students.

Public policies at the institutional, provincial, and federal levels were poorly coordinated. It was found that international student recruitment was an independent college activity and was mostly self-funded through revenue generation. The lack of funding limited the scope of recruitment strategies and resources. The provincial government was not involved in international student recruitment of Alberta's public colleges and had little impact on the institutional recruitment activity. At the federal level, the Citizenship and Immigration Canada (CIC) was most influential mainly because of its authority in issuing Student Authorizations for foreign students. Both survey respondents and interviewees stated that the Alberta and Canadian governments should be more aggressive in promoting Canadian education overseas and more active in assisting international student recruitment activities.

A revised conceptual model was developed to highlight the dominant role public policies had on both the rationales and strategies of international student recruitment in Alberta colleges. Implications for practice and recommendations for further research were proposed.

ACKNOWLEDGMENTS

I wish to express my deepest appreciation for the guidance and support that I was fortunate to receive from individuals who made this journey more enjoyable.

I would like to thank Dr. Mike Andrews and Dr. Joe Fris, my research supervisors, for their guidance, insight into international education and postsecondary education, vast knowledge and expertise in educational research, and dissertation-writing logistics; Dr. Rosemary Foster, Dr. Ali Abdi, and Dr. Maryanne Doherty for their expertise, encouragement, and comments; and Dr. David Kirby, the External Reader, for taking the time to make valuable suggestions to improve and refine my work;

Second, I would like to acknowledge my survey respondents, interviewees, and pilot study participants, who must remain anonymous, for giving freely of their time and sharing their knowledge and understanding of issues in international education and international student recruitment.

Third, I would also like to thank the faculty and students in the Department of Educational Policy Studies for their encouragement during the past years.

Finally, I would like to thank my family who have supported me and forgiven me for not fully playing my roles as a wife and a mother: to my husband Lixin Huang for his patience and encouragement, and my two children – Michael who shares my value of life-long learning and Eden who often sweetly sleeps and plays in her crib while I am writing.

TABLE OF CONTENTS

CHAPTER ONE OVERVIEW OF THE STUDY	1
Problem	2
Purpose of the Study	4
Research Questions	5
Significance of the Study	6
Assumptions.....	8
Scope of research	9
Limitations	10
Delimitations.....	10
Topical Organization of the Manuscript	11
CHAPTER TWO LITERATURE REVIEW	13
Internationalization of Postsecondary Educational Institutions.....	13
Definitions of Internationalization	13
Rationales for Internationalization.....	16
International Student Recruitment	18
Rationale.....	18
Strategies	20
Public Policies.....	21
Growth of International Education in Canadian Public Colleges	26
International Education in Alberta Public Colleges.....	28
Conceptual Framework.....	29
Conclusion	31
CHAPTER THREE RESEARCH METHOD.....	33
Research Paradigms	33
Axiology.....	34

Accommodation and commensurability.....	34
Action	35
Control.....	35
Relationship to foundations of truth and knowledge	36
Validity/Trustworthiness	38
Voice, reflexivity, and postmodern textual representation	39
Instruments and Gathering of Data	40
Data Analysis	43
Ethical Considerations	44
Summary	45
CHAPTER FOUR RESEARCH FINDINGS.....	46
Internationalization	46
Definition of Internationalization.....	46
Rationales and Strategies of Internationalization.....	47
About the Colleges.....	49
Thumbnail Descriptions of the Colleges.....	49
Effect of Location on Recruitment.....	51
Effects of Programs Offered	53
Prestige	55
Management of International Student Recruitment	55
Trends in International Student Recruitment	56
About the International Education Departments.....	57
Reasons for the Establishment of an International Office.....	58
Functions of the International Education Departments.....	59
Funding Considerations.....	60
Staffing	60
About International Students.....	61
Types of Students and Their Origins.....	61
Numbers of International Students.....	62

Rationales, Strategies, and Public Policies Regarding International Student	
Recruitment in Alberta	64
Rationales	65
Questionnaire Data	65
Interview data	65
Strategies	69
Questionnaire Data	69
Interview Data	71
Public Policies	76
Policy at the College Level.....	76
Commitment of campus communities.....	76
Financial support.....	78
Quota for international students.....	79
Other policies.....	79
Policy at the Provincial Level.....	80
Policy at the Federal Level	82
Summary	84
CHAPTER FIVE DISCUSSION OF FINDINGS.....	86
Internationalization	86
Definition of Internationalization.....	86
Rationales and Strategies for Internationalization	87
Alberta's Public Colleges and Their International Education Departments	89
Demographics.....	89
Reasons for the Establishment and Functions.....	93
International Students.....	94
Student Demographics	94
Rationales, Strategies, and Public Policies Regarding International Student	
Recruitment.....	95
Rationales	95

Reflection	97
Strategies	98
Reflection	101
Public Policies	101
Reflection	104
Interconnections	105
Reflection	106
Summary	107

CHAPTER SIX OVERVIEW OF THE STUDY, CONCLUSIONS,

RECOMMENDATIONS, AND REFLECTIONS109

Review of the Study	109
Need, Purpose, and Method	109
Highlights of Findings.....	110
Conclusions	113
Recommendations	114
Recommendations for Action.....	114
Recommendations for Future Research	115
Revised Conceptual Framework	116
Personal Reflections.....	118

REFERENCES.....120

LIST OF TABLES

Table 1	Decade of the colleges' establishment.....	49
Table 2	Characteristics of the interviewees' colleges	50
Table 3	Population of the cities/towns where the colleges were located	52
Table 4	Programs offered in the colleges	53
Table 5	Decade that the international education departments were established .	57
Table 6	Number of full-time staff in the international education departments ...	61
Table 7	Major considerations when hiring staff.....	61
Table 8	Distribution of international students	64
Table 9	Objectives of having international students on campus	66
Table 10	Strategies used to recruit international students	71
Table 11	Commitment to international education	77

LIST OF FIGURES

Figure 2.1	Conceptual Framework	30
Figure 6.1	Revised Conceptual Framework	117

LIST OF APPENDICES

Appendix A.....	125
Appendix B.....	127
Appendix C.....	129
Appendix D.....	136
Appendix E.....	138
Appendix F.....	139

LIST OF ABBREVIATIONS

AAE	Alberta Advanced Education
AC	Alberta College
ACISI	Advisory Committee on International Students and Immigration
ACIE	Alberta Centre for International Education
ACTIIC	Alberta Public Colleges and Technical Institutions International Committee
AUCC	Association of Universities and Colleges of Canada
CBIE	Canadian Bureau of International Education
CEC	Canadian Education Centre
CIC	Citizenship and Immigration Canada
CIDA	Canadian International Development Agency
DFAIT	Department of Foreign Affairs and International Trade
ESL	English as a Second Language
GMCC	Grant MacEwan Community College
IC	Industry Canada
NAIT	Northern Alberta Institute of Technology
TOEFL	Test of English as a Foreign Language
U of A	University of Alberta

CHAPTER ONE

OVERVIEW OF THE STUDY

The economic, political, and social interests around the world in which postsecondary educational institutions are nested are becoming more and more interdependent. In the case of public colleges, the concept of “community” has extended beyond the local geographic boundary and has acquired a global connotation. Contemporary colleges are to serve not only local needs, but also demands from overseas.

Under such circumstances, the imperative to internationalize postsecondary educational institutions has become irresistible. International students, as part of the institutional community, have contributed to this objective in both their home and host institutions by seeking educational opportunities abroad. In Canada, international students, those who are neither Canadian citizens nor permanent residents and hold valid Canadian Immigration Student Authorizations, are often perceived as “the foundation of internationalization rather than one member group of a team of equally invested players” (Francis, 1993, p. 48).

Over the years, though, Canada has been considered less progressive in exploring education opportunities overseas. This is very evident when it is compared with other global competitors such as Australia, the United Kingdom, and the United States (Association of Universities and Colleges of Canada [AUCC], 1998c; Cameron, 1997; Michael, 1991). Nonetheless, according to statistics published by Citizenship and Immigration Canada (CIC), Canada was the destination for over 101,000 international students in 1998 (Citizenship and Immigration Canada [CIC], 2000). In 1996, the

Department of Foreign Affairs and International Trade (DFAIT) reported that foreign student recruitment earned Canadian government Cdn\$2.7 billion, surpassing earnings associated with most Canadian traditional export products, and ranked as second in value just following the export of wheat (Department of Foreign Affairs and International Trade [DEFAIT], 2000). Unfortunately, this phenomenal contribution to Canada has not been well studied in the literature.

Problem

Earlier studies on the internationalization activities of Canadian postsecondary institutions have indicated that internationalization has become very important in institutional operations (Francis, 1993; Galway, 2000; Hurabielle, 1998; Knight, 1995; Knight, 2000; Schugurensky and Higgins, 1996). To a certain extent, colleges have a lot more to offer to international students as they have “more affordable programs and diplomas or other credentials that can be earned in a shorter time than a degree” (Desruisseaux, 1997, p. A49). In Canada, the 1980s saw the birth and prosperity of international education in colleges. In the case of Alberta, since the founding of the international education office in Grant MacEwan Community College (GMCC) in 1987, the first of its kind in the province, almost all the public colleges have departments or staff members in charge of international education. In 2000, the total number of visa students enrolled at Alberta public colleges reached 2,843 (Alberta Learning, 2001).

In addition to the documented information, I personally experienced the active involvement of Alberta public colleges in international student recruitment. In the summer of 1999, while working for a consulting company in Edmonton, Alberta, I was actively involved in developing a student recruitment project for some educational

institutions in Alberta. To identify appropriate postsecondary programs to promote in the Chinese market, I visited most postsecondary institutions in Edmonton, including the University of Alberta (U of A), Grant MacEwan Community College (GMCC), Alberta College (AC), and Northern Alberta Institute of Technology (NAIT). Numerous meetings were held with administrators from the registrars' offices and international education centres. Detailed information about the programs offered by each institution, enrolment requirement, tuition fees, etc. was gathered. An emergent theme that arose in my visitations was that these institutions were all eager to explore foreign markets for promotion of their existing programs and to recruit fee-paying international students. The main reason, I speculated, was that educational institutions are more than "a residential community of students and teachers devoted to the intellect" (Newman, 1927, p. 161); sometimes they have to be operated like cost-recovery businesses.

Another observation I made during the process is that international students – most of whom had just finished high school or were new in the postsecondary system in their home country – had to take English as a Second Language (ESL) courses before they could be admitted into a university. The ESL training usually took place in colleges or senior high schools. For those who failed to meet the university admission requirements, especially the Test of English as a Foreign Language (TOEFL) scores, the college became the first stop, or springboard, to get into a university. Furthermore, the colleges I visited were more flexible in regard to international student admission and had been providing training programs tailored for overseas partners or clients.

In addition to becoming familiar with the program selection process and the admission requirements set by each individual institution, I also became involved in

designing recruitment strategies and applying for Student Authorizations on behalf of the students. These activities allowed me to get a better understanding of the immigration procedure and regulations set by Citizenship and Immigration Canada (CIC). I found that international students were mostly frustrated by the slow processing time and high visa rejection rate by CIC, as well as the differential fee charged by the host institutions.

My interest was aroused through this work. I wanted to explore what the rationales were behind all the recruitment activities, and what strategies were being used. Furthermore, I wanted to find out what policies existed at the institutions and to identify provincial and federal governments' policies, and how they affected the recruitment of international students. My extensive work experience has provided me with considerable insights into these issues. Unlike other educational fields, issues involving international student recruitment have not been the focus of systematic research throughout the years. As observed by Zelmer and Johnson (1988), "the literature currently has little advice for those who assume responsibility for recruitment and selection of overseas candidates, planning of appropriate programs, allocation of financial assistance, and counselling for graduates intending to return home to take up employment" (p. 33). The lack of information and my personal experience have brought to light the necessity of the research on the rationales, strategies, and public policies regarding international student recruitment.

Purpose of the Study

This study was focused on identifying and describing:

1. the rationales and strategies of international student recruitment by all 16 public colleges in Alberta; and

2. the implication for public policies for international student recruitment.

In this research, public colleges refer to the public-funded institutions that offer a full range of programs in response to local, regional, provincial and national needs and are under the jurisdiction of the Alberta Colleges Act. They share the characteristics of the public colleges as defined by Dennison and Gallagher (1986): they are publicly established, supported, and maintained and serve as public agents; they are financially supported by the provincial or territorial governments; and the provincial legislation makes their establishments possible. In this study, “institution” is used as a general term referring to all postsecondary educational entities.

Research Questions

The general research question guiding this study was:

What are the rationales and strategies that public colleges in Alberta use in international student recruitment and how do the public policies at the federal, provincial and institutional levels affect such recruitment?

Flowing from the general research question are the following sub-questions:

1. What are the rationales for recruiting international students in Alberta public colleges?
2. What are the strategies used by each college in Alberta in international student recruitment?
3. How do the public policies at the federal, provincial, and institutional levels affect the recruitment of international students?
4. What are the interconnections among these three aspects, if there are any?

Significance of the Study

The results of the study will be useful to:

Researchers and theoreticians – According to Fris (2002), a major problem in the literature about administration in universities and colleges is that the available information lacks robustness. He notes, for example,

1. Gmelch & Burns' (1994) conclusion that little is known about middle-level administrators' views, even though they have been identified as key in the management of today's postsecondary institutions.

2. The claim, in a recent NTEU (2000) document that

There is a clear lack of quantitative and qualitative data with which we can assess the nature and extent of [work conditions in universities].

3. Henninger's (1998) conclusion that

Researchers know little about academic leaders' perspectives on how colleges work, their leadership role, how they differ in their agenda, and in how they do their jobs. (Emphasis added.)

These deficiencies in the available information are compounded by lack of attention, until recently, to an aspect of organizational behaviour that is now being studied by more and more researchers. Further insights into educational leadership are being sought now through greater understandings of the way leaders think, what they think about, and how they tie their thinking to their actions. However, in the arena of educational administration and internationalization, data from this line of inquiry are not yet abundant, and this study contributes to correcting this.

This inquiry is important, furthermore, because research on international education in postsecondary institutions in Canada is still at the primary stage. Although international student recruitment in universities has been studied by organizations such as Association of Universities and Colleges of Canada (AUCC) and Canadian Bureau of International Education (CBIE), the same activity at the college level is rarely covered in literature. This study addresses the gap in the existing literature with respect to internationalization activities of postsecondary educational institutions, in particular public colleges. In addition, it also provided important information to administrators, international education practitioners, and policy makers.

Administrators and practitioners – Administrators of postsecondary educational institutions need principles, strategies, and techniques that are grounded in robust data. However, weaknesses in the available information base mean that university and college administrators who want to develop and implement effective leadership practices and management structures cannot turn to it with confidence (Fris, 2002). To attain a modicum of effectiveness, they must have data that reflect the exigencies of their particular institution and the dynamics of the contemporary societal context. The research reported here begins to address this need. It is designed to provide insights into college administrators' perspectives on the contemporary college scene in Alberta that may help to make universities more effective internally. At a more specific level, as more international students are attending Canadian postsecondary educational institutions, the data and analysis in this study is useful to administrators, international student recruiters, and admission officers of public colleges. The findings of the study provide the administrators and staff involved in international education insights into the perspectives

and practices of their peers in the province and render recommendations and suggestions for future international student recruitment and admission. Although each postsecondary educational institution operates under a different philosophy, the findings can be referred to by administrators, international student recruiters, and admission officers of other postsecondary institutions, including universities, technical institutions, and public schools boards.

Public policy makers – Education is a provincial responsibility. However, the federal government has great input in the successful management of internationalization of local institutions. With respect to international student recruitment, both the provincial and federal governments play very important roles as the ceiling-setters and gatekeepers of institutional endeavours. Communication, acknowledgement, and recognition of each others' work should be made known to all the parties involved so that policy will be made in such a way as to achieve maximum benefit. It is believed that data generated from this research can be useful for future policy making.

Assumptions

This study was based on the following assumptions:

1. Internationalization is a widely accepted vision in Canadian postsecondary educational institutions.
2. International student recruitment is an indispensable component of internationalization.
3. Revenue generation is one of the primary motivations of international student recruitment.

4. The provincial government has little input in the international student recruitment, even though education is the provincial responsibility.
5. There is a lack of communication channels between Citizenship and Immigration Canada (CIC) and individual institutions in regard to Student Authorizations issuance.

Scope of research

The research involved all 16 public colleges in Alberta that were governed under the Alberta Colleges Act. This study, then, focuses on the population of public colleges as opposed to all postsecondary educational institutions in Alberta. Because the functions and regulations of public colleges in Alberta differ from those in universities, technical institutes, and private institutions, it was necessary to limit the investigation to the public colleges.

To this end, two data collection strategies were employed in the study. First a questionnaire was mailed to all 16 colleges. Following the analysis of the data from the questionnaire, potential interviewees in eight of the colleges were identified. An important consideration was that interviewees would be well versed in internationalization efforts. Accordingly, the criteria for inclusion were as follows:

1. The college had an independent office or a staff member in charge of international student recruitment.
2. The college had an identifiable population of international students on campus.
3. The interviewee had some say in questions concerning policies at the institutional, provincial, and federal levels of governance.

Respondents and interviewees included mid-level international education administrators who had been involved in recruiting international students and had first-hand information about the effects of public policies on their recruitment activities. Since the primary focus of the study was on the perceptions of the primary administrators involved in international student recruitment, the involvement of other members of the college community, such as presidents, faculty and staff, or the students were deemed to be beyond the scope of this study.

Limitations

The research had the following limitations:

1. The result was limited by the research methods as only questionnaires, interviews, and document analysis were used in the study, while other applicable methods such as case study was not chosen.
2. The interviews were conducted with administrators from six colleges, leaving out the other colleges.
3. Data on international student recruitment at the surveyed colleges was limited to information from one specific respondent at each institution. Different respondents from the same college might have given somewhat different responses.

Delimitations

This study only covered public colleges in Alberta, instead of the other postsecondary institutions in the province or colleges in other provinces. The delimitations of the study included the following:

1. Only public colleges in the Province of Alberta were covered in the research. Universities, private colleges and public school boards, who were equally progressive in internationalization, were left out of the research.
2. Only respondents from institutions with extensive internationalization activities were interviewed; this selection process purposefully neglected other participants.
3. In this study, international students were not surveyed. A survey of students in the selected colleges would enrich the findings of the research, but was deemed beyond the scope of this study.

Topical Organization of the Manuscript

This chapter presented a brief picture of the international student recruitment status in the Canadian context. It also identified the existing problems and the need for the study. In addition, it provided the specific research questions guiding the study, the significance of the research, as well as the limitations and delimitations.

Chapter II consists a comprehensive review of literature that includes currently noted rationales and strategies of internationalization. Rationales, strategies, and public policies in regard to international student recruitment are covered. Documents related to public colleges in Canada and its involvement in international education are presented as well. A conceptual framework is developed based on the literature review to guide this study.

Chapter III focuses on the research paradigm and method of study. Issues of trustworthiness and ethical considerations are discussed in this chapter.

Chapter IV presents findings from both the surveys and interviews.

Chapter V discusses and examines the findings reported in Chapter IV in the context of the literature review and results from previous research. Through an in-depth discussion of the study findings, it also provides a natural progression towards making recommendations and drawing conclusions in the following chapter.

Chapter VI, the last chapter of this dissertation, presents a summary of the research findings, recommendations, and conclusions, followed by a revised conceptual framework.

CHAPTER TWO

LITERATURE REVIEW

The literature on international education, especially in the Canadian context, is scattered and unfocused.

Although my dissertation focuses on issues concerning international student recruitment, I will start the literature review with a broader perspective – internationalization of postsecondary educational institutions, where international student recruitment is situated. Although colleges are distinctively different from universities in institutional mandates and philosophy, their internationalization rationales and motivations appear to fall into the same major categories. Thus, the literature review of internationalization will not distinguish between the colleges and the universities.

In the second part of the literature review, I will present a review of the rationales, strategies, and public policies in relation to international student recruitment.

In the last part of this chapter, I will discuss the international education and student recruitment as practiced in Canadian colleges and as reflected in relevant public documents in the province of Alberta.

Internationalization of Postsecondary Educational Institutions

Definitions of Internationalization

As indicated in the literature, the concept of internationalization has different meanings in the educational field, and furthermore, a widely accepted definition is yet to be achieved (Knight, 1994; McKellin, 1995). Lougheed and Wasilewski (1993/1994)

attributed the slow pace of internationalization in Canadian institutions to a lack of mutually understood definition.

Internationalization, alternatively termed as international education, was once described as development assistance or development education (Bond & Lemasson, 1999; Leginsky & Andrews, 1994; Schugurensky & Higgins, 1996). This happened at a time when the Canadian International Development Agency (CIDA) initiated and financially supported the assistance programs that involved most Canadian universities. “Training human resources and strengthening university institutions in the Third World (as it was known after World War II) represented the very heart of early Canadian university initiatives” (Bond & Lemasson, 1999, p. 240). Educational institutions shared the responsibility of using their skills and knowledge to help the developing countries mainly in economic development. Clearly, development education still remains on the agenda of international education, yet the notion has been expanded to, and gradually replaced by, other concerns. Overall, internationalization is now regarded as specific activities, a vision, or a process, which will be discussed in the following paragraphs.

When viewed as specific activities, internationalization consists of programs, projects, and studies that an institution offers or an individual takes (Francis, 1993; Galway, 2000; McKellin, 1995). This includes student recruitment activities, study/work abroad programs, international development projects, partnerships with local individuals or organizations in overseas missions, and linkage programs with institutions abroad.

When internationalization is viewed as the vision that the institution embeds into its mandate, it becomes part of the culture of the institution and infiltrates the organizational ethos. Internationalization also becomes a prerequisite for the faculty and

students to be competent in cross-cultural settings and perform effectively in the interdependent world.

A more comprehensive definition of internationalization views it as a process that incorporates international/intercultural elements into institutional functions, mission, and competencies (Bond & Lemasson, 1999; Canadian Bureau of International Education (CBIE), 1989; Francis, 1993; Knight, 1994; McKellin, 1995). This definition embraces both philosophy and activities into inter-related elements. Internationalization has developed from fragmentary activities to a complete integration of the mandate, functions, and daily operation of the institution. In this sense, internationalization is

the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution (AUCC, 1998a).

a process for transforming an institution from one that is inward-looking and parochial to one that is truly international in terms of its vision, mandate, organization, program offerings, and activities (McKellin, 1995, p. 35).

A process that prepares the community for successful participation in an increasingly interdependent world (Francis, 1993, p. 5).

Given the uniqueness of each campus, each definition and aspect of internationalization is applicable to a certain institution. Furthermore, as Aigner, Nelson, and Stimpfl (1992) point out, although internationalization orientations are often inter-related, a major approach inevitably gets privileged over others. Therefore, there should be room for variations in each institution, given its overall goals.

The most comprehensive definition is found in Knight (1994). According to Knight, internationalization can be classified into four categories: *activities*, *competencies*, *organization*, and *process*. In the first approach, internationalization is often viewed as international *activities* such as international student programs, student exchanges, and international development projects. The second approach focuses on the *competence* development of international experience and expertise among students, faculty, and staff to compete in the multicultural setting. The *organizational* approach is the development of an ethos or culture in the institution that values international activities, exchange, and cooperation. The *process* approach integrates internationalization into the teaching, research, and service of the institution.

It is evident that the definition of internationalization can be diversified and unique. The one provided by Knight (1994) is by far the most comprehensive one, embracing different aspects of internationalization.

Rationales for Internationalization

Just as there are diverse understandings of the term “internationalization”, institutions have equally diverse motivations for internationalization. The most comprehensive analysis of reasons for international involvement is found in “Internationalization models and the role of the university” by Warner (1992). According to him, three models of internationalization can explain the motivations of universities in international educational marketing activities – the *market/corporate model*, the *liberal model*, and the *social transformation model*.

Of the three models, the *market/corporate model* is the most established. In this model, the educational institution is shown to view itself as a competitor in the global

community. The availability of funding is such a great inducement that research is tailored to meet the national or corporate needs. Knowledge is expected to be transferable into marketable products or services. Fee-paying foreign students are a major pillar in the market. "In recent years, Canadian community colleges have been particularly entrepreneurial in marketing their educational programs overseas, especially in the newly industrialized countries of Southeast Asia" (Warner, p. 21). The market model is recognized as the present trend in international education on Canadian campuses (Hurabielle, 1998; Galway, 2000; Leginsky & Andrews, 1994; Schugurensky & Higgins, 1996).

In the *liberal model*, the focus of internationalization is shifted from global competition to co-operation. Emphasis is placed on collaboration and international educational exchange among different countries and across cultures. Global awareness programs are encouraged on campus. Cross-cultural understanding and co-operation are considered crucial for effective communication and dialogue. Meanwhile, the skills and knowledge of developed countries will help the third world in its industrialization and modernization endeavours (Leginsky & Andrews, 1994). It is hoped that faculty, staff, and students, in return, will become more competent in the increasingly inter-dependent global community.

The *social transformation model* sees internationalization as a process of reducing social inequality. This model encourages the sharing of responsibility for creating a just society for all citizens. In addition to global consciousness, emphasis is put on topics such as racial/ethnic equity, health, environmental protection, and human rights. It is argued that global, social, and economic inequalities are caused by the dominance of western

capitalist ideology and that universities should be involved in social transformation to change internal and external economic and political structures (Fryer, 1994; Leginsky & Andrews, 1994).

Leginsky and Andrews (1994) add a fourth model – international education as *organization development*. They maintain that international education can benefit the institution by not only generating revenue but also by contributing positively to the development of human resource expertise and motivation in the institution.

To sum up, there are altogether four models of internationalization present in the literature. The market/corporate model has been found to be the leading trend in educational internationalization nowadays. However, the other three models, the liberal model, the social transformation model, and the organization development model can still be traced in the Canadian context.

International Student Recruitment

Student mobility is considered to be an integral component of the internationalization process (AUCC, 1998c; Francis, 1993; Knight, 2000; McKellin, 1995). This part of the literature review will cover the rationales, strategies, and public policies in regard to international student recruitment.

Rationale

Postsecondary educational institutions are motivated to recruit international students for three primary reasons.

The main motivator appears to be adding cultural diversity to the campus and increasing international literacy for Canadian students (Bennett, 1999; Bryan, & Allan, 1988; Galway, 2000; Holdaway, Knight, 2000; McKellin, 1995). International students

are a valuable international education resource for both academic programs and informal activities in the host institution. By integrating international students and Canadian students on the same campus, Canadian students are provided with chances to better know the cultures of other countries. In this way, the internationalization rationale of “preparing graduates who are internationally knowledgeable and interculturally competent” (Knights, 2000, p. 17) are partially fulfilled.

Secondly, the social and political benefits brought by international students to Canada cannot be ignored. The Report of the Special Joint Committee on Canada’s International Relations said:

We believe that foreign students constitute an important asset for Canada that has not been sufficiently recognized in terms of improving trade opportunities, increasing cultural contacts and more generally for foreign policy. Foreign students could, on their return to their countries of origin, be hired to represent Canadian firms, bringing advantages to both sides (cited in Holdaway et al., 1988, p. 15).

In this way, international students can be a useful channel for building up trade contacts with their home countries. A link between student mobility, business opportunity, and national prosperity is evident. By hosting international students, the host country can expect to develop trade opportunities and cultural contacts in the home countries of the students. In addition, hosting international students contributes to the development of foreign policy between the two countries (Cunningham, 1993; Holdaway et al., 1988). Upon returning to their home country, international students can become ambassadors for Canada.

Lastly, international students are seen to be the major source of revenue for internationalization initiatives (Francis, 1993; Galway, 2000). However, the Association of Universities and Colleges of Canada (AUCC) survey of 1999 claims that what distinguishes Canada from other countries, such as Australia and the United Kingdom, is that income generation is not the primary concern for recruiting international students (Knight, 2000). Notwithstanding Knight's findings, it is reasonable to assume that the differential fee paid by international students and the living expenses that are incurred during their stay in Canada make a significant economic contribution to the host institution and community.

An address by then Secretary of State David Crombie at the CBIE annual conference in 1987 best summarized the benefits of hosting international students:

There is no argument from anybody on the importance of international students. Everyone agrees ... that foreign students enrich all of our higher education: They benefit the economies of the communities in which they live; they strengthen Canada's relations with their home countries; they help Canada's competitive position in world trade; they represent a vital part of this country's development assistance (cited by Cunningham, 1993, pp. 1-2).

Strategies

Increasingly, Canadian institutions are found to use "business-like practices including the development of business and marketing plans with specific quantifiable targets" (AUCC, 1998c, p. 11) to recruit international students. Geographic and demographic analysis of the potential market is carefully made by the institutions.

International student-tailored program components are added. The performance and retention of existing international students are analyzed carefully before tackling the potential markets.

Specifically, Web-based or print promotional materials are most widely used. With the advancement of telecommunication, institutions depend heavily on web sites in the hope of reaching the target students. Nevertheless, the content and presentation on the Web varies considerably. The presentability and consistency between the information on the web sites and that of printed brochures are another concern. User-friendly, country-specific, and culture-sensitive materials are highly recommended as effective ways to attract international students. Participation in student recruitment fairs is an alternative for postsecondary institutions. Through membership in the Canadian Education Centre (CEC) network and Canadian embassies and consulates overseas, representatives from the institution get to meet the potential students face-to-face. Finally, alumni and carefully selected agents are considered as important sources to get international students (AUCC, 1998c; Galway, 2000; Hurabielle, 1998; Knight, 2000).

Public Policies

Policy is defined as “either official statements or unwritten understandings which direct or guide behavior” (Holdaway, 1986, p. 250). The public policies regarding international student recruitment will be discussed at the institutional, provincial, and federal levels. Although institutions exercise the predominant control over international student recruitment, the provincial and federal governments have impacts on this institutional activity.

Compared with other international student recruitment competitors such as Great Britain, Australia, New Zealand, and the United States, Canada is weak in attracting international students. This largely results from “the lack of interest, consultation and co-operation among the governments, institutions and organizations involved, and from ignorance of the influence of cultural factors on teaching, learning and research” (Canadian Bureau for International Education [CBIE], 1989, p. 10). Furthermore, research, if there is any, has not exerted direct influence on policy making.

Little relevant data now exist to guide formulation of policies about international students at the three levels [namely, the federal, provincial, and institutional levels]. Consequently, policies are developed and approved by various federal, provincial, and institutional bodies largely in the absence of comprehensive, relevant data (Holdaway et al., 1988, p. 15).

A similar situation was found in a study 10 years later. A survey conducted by Hurabielle (1998) found that international education was well organized and co-ordinated at the institutional level, but poor at the provincial/territorial and national levels.

It has been noticed that institutions across Canada have expanded their efforts to recruit international students to their campuses (Knight, 2000). The institutional policy on international student recruitment is the most influential and noticeable one. The motivation to recruit international students and the resources and expertise available to attract and retain them primarily lie at the institutional level. Institutions set the admission standard, including English language requirement, credentials, financial and other support, and possibly the quotas of international students in different programs.

Provincial policy has some direct impact on international student recruitment. In Canada, education is a provincial responsibility. Provinces are involved in the development of policies for international students regarding differential fees, health insurance, education of dependent children, and eligibility for provincial awards. The provincial government's attitudes towards and subsidies available in operating international recruitment programs have a direct impact on the institutional effort in the whole process.

Policy at the federal level, especially the immigration policy, has a great impact on an institution's international student recruitment initiative. The participation of Industry Canada (IC) in international student recruitment is considered an encouraging sign, although concerns are expressed as to the reduction of support from Canadian International Development Agency (CIDA) and DFAIT (Schugurensky & Higgins, 1996, p. 65). In addition, "the agenda of international education offices in community colleges are affected by changes in Canada's foreign policy" (Schugurensky & Higgins, 1996, p. 65).

Despite the fact that thousands of students have made their way to come to Canada for further study, CIC is the most frequent target of complaints by the international students surveyed in former studies (Alberta Centre for International Education [ACIE], 1999; AUCC, 1998c; Holdaway et al., 1988; Hurabielle, 1998). International student recruitment efforts are greatly challenged by the procedures of CIC in delays of Student Authorizations issuance and high rejection rates of visas in some countries, inconsistent rules and practices in granting Student Authorizations, a lack of transparency and flexibility in the visa processing, and unfriendly attitudes to the

applicants by some visa officials (AUCC, 1998c; ACIE, 1999). As a matter of fact, CIC is considered a bottleneck in the international student recruitment process. After a survey of colleges across Canada, Hurabielle (1998) concluded that “until students experience an easier visa application process, they [international students] will continue to go elsewhere” (p. 104).

Support from the federal government proves to be necessary in international student recruitment. In the summer of 2000, AUCC and Canadian Education Centre (CEC) conducted comparative research on immigration policies and practices affecting international students in Canada and its key competitors: the United States, Australia, the United Kingdom, New Zealand, and France. The research findings indicate that:

Canada is now the only case-study country not to have adopted a government-wide approach to international education which includes, inter alia, a clearly articulated strategy recognizing the value of international students, recruitment targets, new funding allocations, horizontal collaboration across government departments, and bringing immigration policy in line to reflect student recruitment goals (AUCC and CEC, 2000, p. 43).

As a result, there is a lack of strategic immigration policy to support international student recruitment in an effort to make Canada more competitive. Fortunately, an advisory Committee on International Students and Immigration (ACISI) has been founded to:

monitor and discuss issues relating to international students and their dependants; and make suggestions to CIC on issues affecting international students and their dependants (ACIE, 2001).

ACISI's members include government agencies such as CIDA, CIC, DFAIT, and IC, and some non-government agencies like AUCC and CBIE. In this way, a channel has been built for easier communication between CIC and the representatives of educational institutions.

In the past, the public policies at the institutional, provincial, and federal levels have affected international student recruitment in Canada. In the early 1980s and mid-1990s, the number of international students on Canadian campuses decreased greatly. The reasons attributed to the decrease lay at all three levels:

1. The perception among Canadian institutions that "accepting foreign students is 'granting a privilege'" (AUCC, 1998b). Instead of progressively approaching students from target countries, Canadian institutions and government take a wait-and-see attitude towards the increasingly competitive recruitment market (CBIE, 1989).
2. The differential fee for international students (Anderson, 1996; Holdaway et al., 1988). In Alberta, for example, the provincial government decided that foreign students would pay a minimum of twice the tuition of Canadian students in 1991, where since 1977, it had been capped at only 50% more. In subsequent years, the number of international students enrolled in the University of Calgary, for example, had dropped significantly (Anderson, 1996).
3. Immigration regulations and practices. Others blamed the decline on the long processing time of Student Authorization applications and the high rejection rate of visa applications for students from some countries (Anderson, 1996; Hurabielle, 1998).

The literature reviewed above indicates that policy makers at the institutional, provincial and federal levels have to work closely and co-operatively in order to ensure their institutions are competitive as a major destination for international students. This co-operation will fulfil the task of bringing more international students to Canadian campuses.

Growth of International Education in Canadian Public Colleges

The 1960s and 1970s saw the birth, growth, and maturity of Canadian public colleges. From 1965 to 1975, in an attempt to ease the enrolment and training burden of universities, the number of public colleges grew from one in Alberta to 170 in eight out of ten provinces (Dennison & Gallagher, 1986). In the province of Alberta, historically a primarily rural society, the opening of the Alaska Highway and the oil boom in the 1940s led to a record-high demand for skilled workers. After the founding of the Lethbridge Junior College in 1957, the first such institution in Canada, and the stimulation from the operation of the college, the Public Junior Colleges Act was passed in 1958, setting the financial, administrative, and structural framework of public colleges. Several years later, the amendments to the Colleges Act endorsed public colleges' "dual role" of offering both university and non-university programs (Dennison & Gallagher, 1986; Andrews, Holdaway & Mowat, 1997).

With the broad sweeping changes in the social and economic domains, the role of public colleges began to change in the 1980s.

Colleges are moving from the "human capital approach" to the "human resource management approach", from "occupations" to "skills", and from "student needs" to "industry needs". ...[The] college-driven model

is replaced by an industry-driven model of management “in order to serve the interests of business rather than those of working people” (Muller, 1990, p. 13, cited in Schugurensky & Higgins, 1996, p. 58).

It was under such change that internationalization, which used to be idiosyncratic and informally organized, began to unfold in a more systematic way.

Though most Canadian colleges did not set up international education departments until the 1980s, international activities were started almost at the same time that the colleges were founded. Holding the belief that unequal distribution of world wealth and lack of education were the major causes of the underdevelopment of third world countries, the Canadian government, educational institutions, and some organizations tried to provide assistance to these poor countries to improve their living standards. Meanwhile, such values as peace, human rights, and environmental protection were well advocated and promoted. Emphasis was placed on helping the poorest of the poor in Africa, Latin America and Asia (Hurabielle, 1998; Schugurensky & Higgins, 1996).

Nevertheless, the development education priority did not last long. “In a time of recession in the North, Canada cannot afford to provide aid to the South, because efforts and resources should be primarily directed to ameliorate the needs of people in Canada” (Schugurensky & Higgins, 1996, p. 61). In the 1990s, due to the government budget cutbacks and the partnership of colleges and businesses, the focus shifted to the global marketplace paradigm despite the fact that development education is still being practiced. Under this paradigm, international education is considered a means to provide service to industry and business, and help promote trade and economic development overseas.

According to Schugurensky and Higgins (1996), international education is more a revenue-generating or profit-making activity. Operating cost-recovery programs in more affluent areas have taken over the past priority of providing aid to the under developed countries. As a result, more developed areas in Southeast Asia receive more attention from Canadian international education activities. In addition, international education is a useful vehicle in promoting Canadian trade and industry overseas and boosting the local economy.

Schugurensky and Higgins (1996), while documenting this shift in the orientation of international education in Canadian colleges, observed that although development education co-existed, or more often conflicted with the present global market paradigm, the latter obviously takes the priority. However, respondents in Hurabielle's research (1998) warned that "if revenue generation was the primary motivation for engaging in international activities, it would have a detrimental effect on inter-institutional cooperation" (p. 103).

International Education in Alberta Public Colleges

Alberta public colleges are considered well developed in both structure and college-industry cooperation (Schugurensky & Higgins, 1996). In the late 1980s and early 1990s, international education in Alberta public colleges began to shift from a development education paradigm to a market-oriented one. The Alberta Public Colleges and Technical Institutions International Committee (ACTIIC), founded in 1988, became the coordinating body to facilitate education and training programs overseas. In its own documentation, ACTIIC states that "Alberta's colleges and institutions have a role to play in international education and in facilitating international trade and commerce and in

promoting the interests of Canada and Alberta”(ACTIIC, Terms of Reference, appendix A [May 14-15, 1990], cited in Schugurensky & Higgins, p. 65). The then provincial educational regulatory body, Alberta Advanced Education (AAE) expressed the same interest. International education was made clear as a part of the provincial economic growth and international trade expansion. A report developed by the Alberta Centre for International Education (ACIE) pointed out that up to March 1999, over 8,000 international students had been studying in Alberta and they contributed over \$300 million a year to the Alberta economy (ACIE, 1999). The economic benefit was recently noticed by the provincial government. The role of the Alberta government in the provincial international strategies includes:

- *To increase the international dimension of the educational system and the business environment to make Albertans more “internationally literate”.*
- *To develop international relations through education, culture, twinnings and other means, to support economic ties (Government of Alberta, 2000).*

It is evident from this statement that International education has become an important back-bone for trade and economy in the province, and remains so.

In general, the Alberta government has seen the potentials of hosting international students and seems to be active in the international education endeavour.

Conceptual Framework

The conceptual framework (Figure 2.1) that guided this study was developed from the review of the relevant literature. The major elements of the conceptual framework are

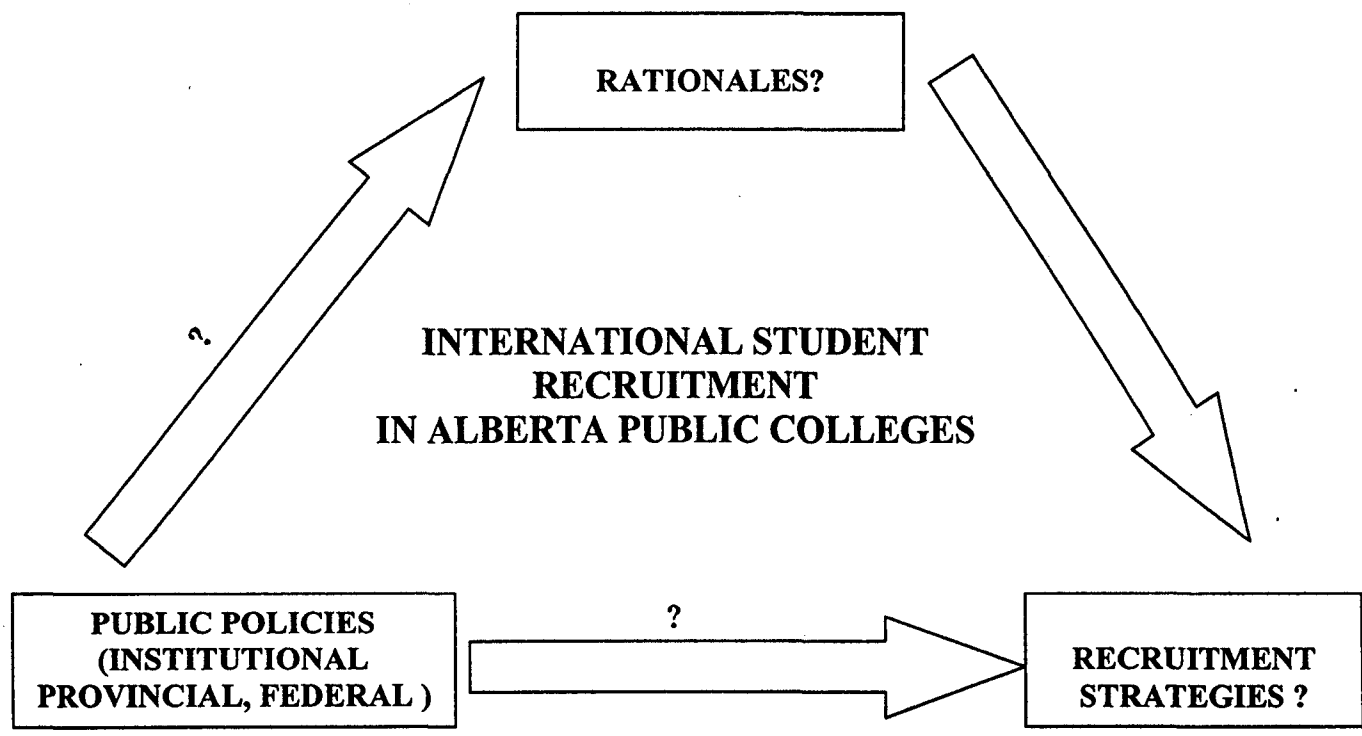


Figure 2.1: Conceptual Framework Guiding the Study

the rationale for international student recruitment, the strategies used and the public policy arena that impacts on the process. It is clear that the rationale, strategy, and public policies of international student recruitment cannot be separated from each other, although the interconnection is not always constant in the Canadian context. This study hopes to clarify the interconnections that appear to exist in Alberta. It is anticipated that public policies at the institutional, provincial, and federal levels will affect the rationales and strategies of international student recruitment, yet research needs to be done as to how the impact is exerted. Despite this, the rationales will continue to affect the strategies used in recruiting international students.

Conclusion

Internationalization of postsecondary educational institutions is a reality and a growing trend. International student recruitment is an important component in the internationalization process in diversifying the campus academically and culturally, facilitating trade, making peace between the home and host countries, and generating revenue. Although different strategies in international student recruitment exist, successful recruitment can only be achieved after careful strategic analysis, planning, support, and coordination of the three levels of government.

The literature available so far depicts the rationales, strategies, and the public policies concerning international student recruitment in a general, but in an inadequate way. In this research, I expected to find out the rationales of recruiting international students in Alberta public colleges and the strategies used in these colleges to meet their recruitment goals. In addition, I planned to investigate how the policies at the institutional, provincial, and federal levels affect recruitment efforts. I hope that my

research findings will enrich the existing literature on international education and benefit international education practitioners and policy makers in their international education effort.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the major issues that researchers must address in conducting research in the field of education, my paradigmatic orientation, the methods I used for data collection, and how relevant ethical considerations were addressed.

Research Paradigms

According to Guba and Lincoln (1998), a research paradigm is “the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways” (p. 195). I reviewed four major paradigms, namely, positivism, postpositivism, critical theory and related ideological positions, and constructivism. Both qualitative and quantitative methods may be used in any of the four paradigms. As the choice of method depends on one’s paradigm, a researcher must choose a particular paradigm prior to the consideration of a research method. Constructivism is the paradigm guiding this study.

Denzin and Lincoln (2000) give a detailed summary of the fundamental paradigmatic issues in research. This framework, which they label “critical issues of the time”(p. 172-173), contains seven dimensions. They are axiology; accommodation and commensurability; action; control; relationship to foundations of truth and knowledge; validity; and voice, reflexivity, and postmodern textual representation.

Denzin and Lincoln (2000) further outline the various stands that may be taken on each issue. These “solutions” are important in that they dictate the selection of methods – certain methods are congruent with only certain stands or solutions. In turn, “positioning”

oneself is important for at least two reasons. First, it better allows one to adopt methods that are congruent with one's values and assumptions. Second, it allows others to better interpret and use one's findings.

Axiology

Denzin and Lincoln (2000) define axiology as the branch of philosophy that deals with ethics, aesthetics, and religion. In light of planning research, axiology issue refers to the purposes a researcher has for engaging in formal knowledge production. Denzin and Lincoln (2000) suggest that it be treated as part of the "foundational philosophical dimension" (p. 169) of a paradigmatic profile. Erfani (2002) distinguishes three axiological stances. The first is the one taken by positivists and postpositivists. To them, "knowing is intrinsically valuable, and is meaningful as an end in itself"(p.1). The second is taken by critical theorists and constructivists, who believe that "knowing is a means to social and individual emancipation" (Erfani, 2002, p. 1). The third is a participatory position: knowing is valuable in that it balances "the competing values of autonomy, cooperation, and hierarchy in a culture -- since each, by itself and/or carried to its extreme, can have negative effects on groups as well as individuals." (Erfani, 2002, p. 1)

My position is in keeping with the second stance. In my view, the findings from this study provide the participants, international education administrators, and policy makers more insights into international student recruitment activities.

Accommodation and commensurability

This issue relates to the question of whether different orientations and methods can be mixed to suit the research question or the researcher. Obviously, there exist two possibilities: that one can mix them, and that one cannot. Denzin and Lincoln (2000)

support the former, but warn that mixed paradigms should consist of the same or at least compatible axiomatic assumptions. To Denzin and Lincoln (2000), positivism and postpositivism work well together, as do critical theory, constructivism, and participatory research.

In this research, I chose to use the constructivist paradigm and kept my methods consistent with its assumptions.

Action

This issue deals with action taken after the research is completed. Should the researcher take social action as a follow-up on findings? Positivists and postpositivists believe that people other than the researcher should take action, as the social action on the part of the researcher can be biased, while critical theorists support social action to different extents. Constructivist researchers make social action part of their work and they see research as incomplete without action on the part of participants.

I chose the constructivist orientation because I believe it is important to provide information and suggest actions to administrators, international education practitioners, and policy makers, so that they can refer to my research findings in their strategic planning.

Control

Another issue researchers have to deal with is “who controls the study?” To further this question, Denzin and Lincoln (2000) continue to ask “Who determines questions and what constitutes findings?” and “Who determines what representations will be made of participants in the research?” (p. 175). They also note that control concerns

are intertwined with issues of voice, reflexivity, and textual representation. To positivists and postpositivists, every aspect of the study must be controlled by the researcher.

Critical theorists want their participants to be fully engaged in the research while the researcher acts as “a catalyst for action” (Erfani, 2002, p. 3). Participatory researchers want to fully share the control of their studies. Constructivists also want the participants “to develop better understandings of various phenomena, find more dissemination outlets for findings, and recommend questions for research.” (Erfani, 2002, p. 3)

As stated previously, I aligned myself with the constructivist position. I believe that the perspectives of both survey respondents and interviewees are crucial. And I hope that after taking part in my research, participants in my study will have a better understanding of internationalization and international student recruitment issues and contribute to research of this kind in the future.

Relationship to foundations of truth and knowledge

This dimension brings about two important issues that researchers have to clarify before conducting research: ontology and epistemology. Ontology refers to the researcher’s view of reality, and epistemology refers to the researcher’s view of knowledge. Positivists and postpositivists believe that reality exists independent of a human being’s subjective experiences, and “true knowledge is limited to the objects and the relationships between them that exist in the realm of time and space” (Erfani, 2002, p. 4). Denzin and Lincoln (2000) implicitly indicated that in participatory inquiry, reality needs to be negotiated and that knowledge is related to the knower. Constructivists believe that truth is socially constructed and incomplete. They do not believe in one all-encompassing reality or truth, as well as any “unvarying standards” (Denzin and Lincoln

, 2000, p. 177) by which truth can be universally known. A truth claim is one that is arrived through consensus, dialogue, and negotiation.

As a constructivist, I believe that the existence of human beings and their activities, in compliance with nature and the universe, have a specially designed purpose. This is the utmost reality. Under this dome, there is a multi-faceted reality, interpreted and constructed by people from different social, cultural, political, and economic backgrounds. Different people can interpret the same phenomenon in various ways. Furthermore, the interpretation of reality by a single person can change as he/she experiences the trials of life and ages. In this sense, reality is re-constructed and re-interpreted.

The presence of international students is an integral part of internationalization of Canadian educational institutions, under either the development or the global marketplace approach. However, I believe that the rationales and market strategies associated with internationalization differ from one institution to another, given the different stake holders' understandings of their contexts and institutional goals. Furthermore, I believe that public policy needs to be worked out in such a way as to make it possible for coordination among all levels of government and all institutions involved. In keeping with my constructivist orientation, I believe that a certain consensus is needed on these issues. My research was designed with this perspective on reality in mind.

Epistemologically, I believe that the inquirer and the respondents are inter-related. Knowledge is created through the interaction between the researcher and the investigator, both of whom are active in the whole process of understanding. Because of that, knowledge is subject to human interpretation and open to development and modification,

colored by the social, political, cultural, religious, and economic beliefs of the participants. Likewise, research is an active and dynamic process.

Accordingly, I acknowledge that my perspectives, values, experiences, and biases influence my research process, methods, and interpretation of data. Further, I think it important that at least some of my participants be active in my research, and that their ideas develop and enrich my research.

Validity/Trustworthiness

The issue here concerns “goodness” criteria for any research. It determines what information gets marked as data and therefore has value in the world. Positivists and postpositivists focus on the issues of reliability, internal and external validity, and objectivity. Constructivist researchers commonly refer to “trustworthiness” of the data. Guba (1998) identifies four major issues concerning trustworthiness:

1. Credibility – the extent that the findings are true.
2. Transferability – the degree that the findings are applicable in other contexts.
3. Dependability – the consistency of the findings in the same (or similar) context with the same (or similar) respondents
4. Confirmability – the degree of interpretation bias from the inquirer.

The findings from the research are only true as precautions have been taken during the research. The questionnaire in this study was first pilot studied by three administrators in international education from postsecondary institutions excluded from the study. Minor changes were made according to the suggestions from the participants in the pilot study. The final draft was reviewed by my supervisor and then mailed to

selected persons in all of Alberta's colleges. Once the surveys were returned, I interviewed six individuals who could enrich and further the data gathered by the survey. Of the six interviewees, four of them were the survey respondents while the other two were not the survey respondents yet worked in the international education field. Interview transcripts were sent to the interviewees for verification and no further changes or additions were forthcoming.

Only public colleges in Alberta were included in this study and each was unique in its internationalization rationales and marketing practice. Hence the findings may only be applicable to some institutions. Further, given the nature of this research, the same findings from this study may not be repeatable, even with the same respondents.

During the whole process of the research, I tried my best to avoid personal interference into the data analysis by using an audit trail. My personal research findings were made available for scrutiny by peer and expert audit to enhance trustworthiness of the analysis. In addition, I confirmed my results with the survey respondents and interviewees about my interpretation of available data.

The seven research paradigmatic dimensions cover the fundamental aspects of the research paradigms that affected the choice of data collection instruments and analysis. In the following section, I will present the data collection methods used in the research.

Voice, reflexivity, and postmodern textual representation

As Denzin & Lincoln (2000) explains only postmodernists are concerned with the issues of voice, reflexivity, and representation. To positivists and postpositivists, such concerns are useless because participants do not have their own voice; reflexivity is

biased and should be avoided; and consequently textual representation is standardized by the researcher's voice.

In this research, answers to my research questions are based on the data collected from surveys and interviews. Nevertheless, my personal experience and beliefs about internationalization and international student recruitment affected my "hearing" of the responses. I am aware that I might reconstruct my participants' views. During the whole process of the research, I tried my best to avoid personal interference into the data analysis. My personal research findings were made available for scrutiny of peer and expert audit to enhance trustworthiness of the analysis. During the data analysis, I did member checks by e-mailing the interviewees to verify the accuracy of my interpretations. All interviewees accepted my interpretations.

The seven research paradigmatic dimensions cover the fundamental aspects of the research paradigms that affected the choice of data collection instruments and analysis. In the following section, I will present the data collection methods used in the research.

Instruments and Gathering of Data

This study rests primarily on two data collection methods to answer the specific questions listed in Chapter One and to investigate the conceptual framework presented in Figure 2.1. First, a survey of all the public colleges in Alberta was conducted. This provided background information on the organizational structures of the colleges as well as issues related to international education and, in particular, international student recruitment. Second, based on the data from the survey, interviews were conducted to obtain the perspectives of international education administrators in the colleges regarding internationalization and international student recruitment.

The survey (Appendix C) was designed, in accordance with my research questions, to provide descriptions of the rationales, strategies, and public policies that Alberta public colleges had in place in regard to international student recruitment. In addition, the background information of the colleges and their international education status was also obtained in the survey. The questions were of the categorical, yes/no, and descriptive forms. The questionnaire comprised of three sections. The first section solicited background information about the colleges, including the programs offered. The second section focused on the evolution and functions of the international educational departments in the college. The third section requested information about the process of international student recruitment, in particular rationales, strategies, and public policies, as well as trends noticed and institutional expectations. Some of the survey questions were adapted, in modified form, from the instruments used by Galway (2000) and Knight (2000).

The survey instrument was piloted with three international education administrators who were not involved in the study. After careful review of the outcomes of the pilot study, the survey was then mailed on March 15, 2001 to 15 public colleges in Alberta governed under the Colleges Act. It was accompanied by a letter (Appendix B) that explained the essence of the study. I asked the respondents to return the survey by March 30, 2001. As one college required an internal ethical review in order to conduct research on that campus, and because some respondents were either on overseas missions or too busy to finish the survey on time, the return date was extended to April 25, 2001. In September 2001, the same questionnaire was sent to the 16th college as it had converted from a private to a public college.

All surveys but one were completed and returned. The one college that did not complete the survey explained in an e-mail that that college “does not do any international student recruitment in any way” and considered it inappropriate to answer the questionnaire. All 15 of the returned surveys were usable, so the response rate was 100% and the proportion of usable survey was 94%.

Based on the responses from the survey, I developed a list of potential interviewees. My selection was based on the following criteria:

1. The college had an independent department or a staff member in charge of international student recruitment.
2. The college had an identifiable population of international students on campus.
3. The potential survey respondents had some input in the questions concerning policies at the institutional, provincial, and federal levels of governance.

Using these criteria, I selected eight colleges. They were located in six cities or towns. Then I sent a letter (Appendix D) to all eight colleges requesting an interview with selected respondents, together with a consent form (Appendix E). I received six replies. After receiving the consent from the potential interviewees, I sent them a list of questions that would guide the interview (Appendix F). The interviews were conducted between May 4 and 23, 2001.

The interview questions covered the initial activities of the colleges in international education and the rationales, strategies, and policies regarding international student recruitment at the institutional, provincial and federal levels and how they were seen to affect each other. Interviewees were also asked to predict future trends in

international student recruitment and shared their views on what internationalization and globalization meant to them.

Each of the interviews lasted about one hour. Four interviews were conducted fact-to-face, the other two by telephone. All interviewees were candid and willing to share their experiences in international student recruitment. They not only answered the questions on the schedule but also provided input in regard to related issues in international education.

The interviews were taped and transcribed. During the transcription, I was aware that my personal bias might influence the way I transcribed the tapes. The transcripts were sent to the interviewees for verification. All the interviewees accepted the transcripts as accurate.

Data Analysis

Bogdan and Biklen (1998) have identified two stages of data analysis: while the data is being collected and that after the data has been collected. In my research, data analysis proceeded from document analysis to survey results and interview transcripts. This process was repeated many times, and coding categories were developed from the themes emerging from the data.

After the data were collected, they were analyzed individually. When reading the survey results and interview transcripts, I highlighted sections, key words and phrases that appeared to stand out. I then cut the highlighted data and grouped them on separate sheets of paper. Categories were developed on the themes that emerged from the data. Bogdan and Biklen (1998) advocated that such practice forms the coding categories and provides a practical way to sort descriptive data.

After the coding categories were developed, I went back to the survey results and transcripts and highlighted the parts that corresponded with the created codes. Any additional information not covered in the categories was put on separate sheets of paper. Finally, I reread the transcripts and results to further identify and confirm the patterns. Wherever possible, data from the survey and interviews were synthesized.

Ethical Considerations

In accordance with the policy of the University of Alberta, the research proposal was submitted for review and approval to the Ethics Review Committee of the Department of Educational Policy Studies.

In the survey, the respondents were protected in several ways. First, each respondent had the opportunity to opt out of the study at any time. Second, to facilitate non-respondent tracking, each survey was assigned a sequential serial number and a coding list matching the surveyed institution. But the list did not include the potential respondents' identifications. In addition, the respondents were notified about the tracking in the cover letter. Only I had access to the tracking list. Third, data analysis focused on the colleges in general, instead of the individual respondent or institution. Fourth, the colleges surveyed were referred to by non-referenced alphabetical notation. Self-addressed and stamped envelopes were included for the respondents. The anonymity of the colleges were assured in the cover letter (see Appendix B).

Similar procedures were taken for interviews. Prior to conducting the interview, a letter was sent to the potential interviewees, explaining the objectives of the research (see Appendix D). Respondent anonymity was guaranteed in the letter and the respondents were given two weeks to consider a response before agreeing to take part in the

interview. The potential interviewees were then asked to sign consent forms (see Appendix E), which declared that they were willing to be interviewed for the purpose of this research. The confidentiality of all participants' identities, their answers, and their opinions were guaranteed. The interviewees were informed that they could withdraw from the study at any time. All six interviewees were provided with a copy of their respective interview transcripts for the purposes of revision and clarification of the interview content. After the study had been completed, all tape recordings, transcripts, and notes on which personal identification had been made were destroyed.

Summary

This chapter provided a description of my research paradigm and related issues. The research rested on two mutually reinforcing components, namely 16 surveys and six interviews. The survey was administered to 16 public colleges in Alberta. The three sections of the survey inquired background information about the colleges, evolution and functions of the international educational departments in the college, and the different aspects regarding international student recruitment. After the survey, a list of potential interviewees was developed. The purpose of the interview was to get a deeper understanding of the key aspects of international education in those particular Albertan colleges.

As both the survey and interview involved human participants, the research was approved after appropriate ethics review. No ethical problems occurred in the operation of the study.

CHAPTER FOUR

RESEARCH FINDINGS

As indicated in Chapter Three, two major research instruments, a survey and interviews, were used in this research. In this chapter, I will report the research findings from the survey and interviews.

The survey data provided background information and context for the interviews. The results of categorical questions are reported in tabular form, and those from the descriptive questions are reported in narrative form. Whenever appropriate, I have interwoven findings from the interview and questionnaire results; otherwise I have reported them separately.

Internationalization

Definition of Internationalization

Interviewees were invited to define *internationalization*. Some interviewees responded that they had never thought about it and wondered if there was a standard definition. To others, it meant bringing international perspectives into the full range of college activities, so that the local students would have greater acceptability of people of other races and their countries. For example:

Internationalization, I think, is for students to have greater acceptability of people of other race and color. And something special about their[countries]. (Interviewee # 4)

Internationalization for educational institution has to do with bringing international perspective to the full range of college activity. (Interviewee # 3)

Interviewees also talked about their interpretation of the term “globalization” and its association with or difference from “internationalization”. To interviewee #1,

The two go hand in hand. If you talk about globalization and doing business, the only way you can do business better is that you internationalize”.

Interviewee #4, however, saw the two differently.

When I think of globalization, I think more of the industry sector that we work with and globalize in that particular sector. When I think of internationalizing our students, I think more of the work they would be able to do on the international basis, more cultural awareness they have with other people, [and] other countries

Furthermore, interviewee # 3 indicated that globalization had a more negative connotation in that it was “associated with exploitation of third world countries, [and] attracting rich people from those countries to get your money to finance your institution”.

Rationales and Strategies of Internationalization

Interviewees were invited to talk about the rationales of internationalization in their colleges. All the interviewees said that although there was an economic imperative, the main motivator was to make sure that the Albertan students would benefit from the interaction with international students would inevitably provide. Realizing that the next generation would be working in a more globalized society, these college administrators agreed that it is valuable for Albertan students to be inter-culturally competent.

Interviewee #5 commented that internationalization had changed from a humanistic concern into a market concept: “It has come to be an industry, to be a product, and to be marketed”. Nevertheless, this interviewee added that even though international education practitioners were working with different rationales, the outcome remained the same in that students benefited from knowing about other cultures. The same interviewee also noted that internationalization had changed from isolation to dialogue, in that it was no longer the “rich White” helping the South, but people learning from each other.

The interviewees described four major strategies that were being used to internationalize their colleges.

1. Bringing in international students. The interviewees said that international students helped enrich the classroom. The more international students, the richer the discussion in the classroom.
2. Sending out Albertan expertise globally. Some interviewees mentioned that their colleges had expertise – in such areas as agriculture, health, early childhood education – that could be useful to developing countries. To be involved in international projects was one way to share the expertise. In this way, faculty and students could also generate exchange opportunities.
3. Internationalizing curriculum. The interviewees shared that it was very important to incorporate international components in their curricula, in order that students could embrace a global vision.
4. Creating cultural awareness among international education practitioners. For example, interviewee #5 emphasized that some international education administrators did not understand different cultures, although they were assumed to be culturally

competent. In order to realize internationalization goals and be successful in the competition, the international education practitioners should be global citizens and have a thorough understanding of cultures.

About the Colleges

Thumbnail Descriptions of the Colleges

Out of the 15 colleges that completed the survey, eight were established in or after the 1960s (Table 1). Prior to the founding of Lethbridge Junior College in 1957, the first public college in Canada, there were six private colleges in Alberta. All six were later incorporated into the public system under the authority of the Alberta Colleges Act. It should also be noted that in the 1930s and 1940s, not a single college was established. I attributed it to the Great Depression in the 1930s and World War II in the 1940s.

Table 1

Decade of the colleges' establishment

Decade	n (15)
1910s	4
1920s	1
1930s	0
1940s	0
1950s	2
1960s	6
1970s	2

The following table provides a summary of where the interviewees were employed (Table 2).

Table 2

Characteristics of the interviewees' colleges

Colleges (6)	International Centre	Location	Number of visa students	
			Student visas	Other visas
A	No	Southern Alberta	345	
B	Yes	Southern Alberta	170	770
C	Yes	Southern Alberta	443	35
D	Yes	Central Alberta	84	
E	Yes	Central Alberta	341	
F	No	Northern Alberta	63	

College A was located in southern Alberta. It did not have an independent international education centre, yet its English Language Centre was actively recruiting international students. In the academic year 1999 – 2000, it had 345 international students in both its ESL and credit programs.

College B was in an urban setting in southern Alberta. It became actively involved in international student recruitment for its ESL program about four years ago and had a total of 170 students on Student Authorizations and 770 on other forms of visas in the academic year 1999 – 2000.

College C, also located in a southern Alberta city, had been actively recruiting international students through its International Education Office, mainly for its ESL

program, for nearly 10 years. In the 1999 – 2000 academic year, the number of students with Student Authorizations reached 443, while another 35 had special visas.

College D, situated in central Alberta, had set up its international education department in the 1970s. Although focusing on contract projects overseas, the college had 84 international students in the academic year 1999 – 2000.

College E, located in a central Alberta city, had been involved in international education for over 10 years. It had an independent international education centre, and its international student body reached 341 in the academic year 1999 – 2000.

College F was situated in a northern Alberta city. It did not have an independent international education office. Most of the international students in the college attended the ESL program, and in the academic year 1999 – 2000 it had 63 international students.

Effect of Location on Recruitment

Alberta public colleges were spread across the province to serve communities of various sizes (Table 3). An interesting finding emerged when the international student enrolments in the largest (500,000+) and smallest (<10,000) communities were compared, which respectively had six and four of the colleges in this study. It is also noticeable that the province of Alberta does not have a city with a population of between 100,000 and 500,000, and of course no college exists in such cities. The survey results revealed that the colleges in bigger cities attracted more international students and were more active in international student recruitment.

Table 3

Population of the cities/town where the colleges were located

Population	n (15)
Less than 10,000	4
10,000 -- 50,000	2
50,000 -- 100,000	3
100,000 -- 500,000	0
more than 500,000	6

The location of the institutions had additional effects on the choice of destination of international students. First, the cold Canadian weather was not appealing to international students. Second, the interviewees indicated that a lack of knowledge about Alberta had affected their international student recruitment efforts. Interviewee #3 said,

The first time I went to Taiwan, people I talked to [couldn't] figure out where Alberta is. They [didn't] have the faintest idea what it was. So I found myself pulling out pictures of Alberta.

Interviewee #2 had the same experience.

When you go abroad, most people know about Vancouver, British Columbia, but don't know much about Alberta.

In another instance, even though the people had heard of Alberta, the town that the college was located in still remained unknown, making it more difficult to attract international students. Interviewee #6 commented,

We're just a small town. In any of my travel, when you talk to people about Canada, they know two things. They may know more than two, but certainly they know Vancouver, they know Toronto, maybe Montreal. And sometimes they know Banff and Jasper, but they certainly don't know Xxx.

A third effect of location had to do with accessibility. Interviewee #3 reported that Brazilians did not want to come to Alberta because they could not fly directly from home to an Alberta city and did not want to transfer to another plane and spend an additional two hours in the air.

Effects of Programs Offered

As for programs offered (Table 4), two colleges indicated that they offered applied degree programs. All 15 colleges had diploma programs, while 14 offered adult upgrading programs. Ten colleges had an English as a Second Language (ESL) program, and those colleges were the destinations for most international students.

Table 4

Programs offered in the colleges

Programs	n (15)
Adult upgrading	14
Apprenticeship	10
Certificate	13
Diploma	15
Degree (BFA, BED, or Applied)	2
ESL	10
University transfer	11

The colleges varied in the kinds of programs they provided for international students. In eight colleges, international students could take both the tailored programs and the same programs as the local students. In two colleges, international students took only programs that were specially designed for them. The interviewees indicated that the tailored programs were either ESL for international students or a specially designed package for students from overseas contract projects.

The most common strategy for recruiting international students was to focus on ESL. Interviewee #6 explained that the college chose to focus on the ESL program because it did not have the manpower or resources to conduct other international projects. Besides, at the time of application, most international students could not pass the English proficiency test in order to get into a credit program. Thus ESL would be the first step for international students to get into the Canadian educational system.

Another explanation provided by the interviewees was that some students did not want to stay long, especially when the college was located in a less populated town; hence short-term ESL seemed to be the best choice for them. The length of ESL study ranged from three months to one year. Most of the short-term programs were a combination of social, cultural activities, and learning, with customized curricula reserved for the international students.

The interviewees commented that the kinds of programs available to students were important; whether they met the students' needs was considered the first priority. Hence, for example, one college administrator said:

We don't [offer a] curriculum that [provides] what we think they should know. The curriculum [should include] what they would like to know about, so we take up from wherever they are and we build on it.

Prestige

Another factor that influenced recruitment strategies was the perception that colleges did not enjoy the same academic reputation as universities. As a consequence, they chose to position themselves differently. Interviewee #2 said that

We're a vocational college, we are not a university. ... So one of the ways we position ourselves [as] being different is [to say] we're fun.

We integrate social and cultural activities into the program. We sort of promote a holistic approach to learning English. It's not just what's happening in the classroom. It's joining social and cultural activities, language labs, computer labs.

This kind of programming was most appealing to short-term students. In the case of students who would like to pursue a higher degree, the colleges promoted themselves as the “bridge” or the “root” to degree-granting postsecondary institutions.

Management of International Student Recruitment

In Alberta public colleges various departments took care of international student recruitment. Of the 15 colleges that had completed the survey, seven had an independent international education office that looked after international student recruitment.

Otherwise, either the Office of the Registrar or various departments, such as the English

Language Centre, the Career Program, or Workforce Development Department, recruited international students.

Trends in International Student Recruitment

The survey also asked about trends in international student recruitment. One finding was that in the past ten years, six colleges had experienced a rapid increase in the number of international students on their campuses. Among them, five had independent international education offices, three of which were set up in the 1990s. Each of these five colleges had a higher number of international students than those that did not have such an office. The one that did not have an international education office had experienced a rapid increase in only the past year. Its respondent explained that from 1991 to 1999, no efforts had been made to recruit international students and thus the college had had fewer than 20 international students during the entire period. In 1999, the Dean of Career Programs had joined the college's faculty and had promoted the recruitment of international students. The college had three international students on campus and was expecting 20 international students the next year.

Six other colleges had experienced a slow increase in the number of international students, including two colleges that had international education offices. The three colleges that had noticed no change in the past ten years were all located in less populated areas and each had fewer than 15 international students on campus.

When asked to predict future trends, three respondents predicted a rapid increase and they were those that had experienced rapid increases in the past ten years. One participant said that there would not be any change and this was the one that had seen no change in the past ten years. Eleven respondents expected a slow increase in international

student recruitment. Two interviewees from these colleges explained that limited numbers of classrooms and re-organization of the collegial global vision had prevented them from continuing their aggressive recruitment activities.

About the International Education Departments

Of the 15 colleges, seven had an independent department in charge of international education work, and international student recruitment was an important part of its responsibilities. Four colleges titled such departments *International Education Department* or *Unit*, while others named it *International Centre*, *International Training Department*, or simply *Student Services*.

For colleges that did not have an international education office, the Office of Registrar, English Language Centre, or deans/directors of various departments were responsible for international work. In the 15 colleges, six people responsible for international work reported to the Vice Presidents of their colleges, while the other nine reported to the Registrar or deans/directors of related divisions.

Of these seven colleges that had international education departments, five established such offices in the 1980s and 1990s (Table 5). This was the period when international education shifted from the development education paradigm to a market-oriented one.

Table 5

Decade that an international education department was established

Decade	n (7)
1970s	1
1980s	2
1990s	3
Unsure	1

Reasons for the Establishment of an International Office

The reasons that were identified in this survey for establishing offices of international education were quite consistent. All seven respondents indicated that the role of the international education department was to coordinate existing international projects and develop presence in the international education arena. Respondents from six colleges referred to increasing the exposure of faculty, staff, and students to other cultures as a main reason for its establishment. Five respondents considered revenue generation to be one of the main purposes.

Some interviewees described their experiences in working with the international education departments in their colleges. Interviewee #5 recalled that her department was started as the *Third World Centre* in the 1980s, when the emphasis was on the coordination of aid projects in developing countries. Upon being renamed the *International Centre*, this department helped the college achieve a global approach to internationalizing the curriculum, while coordinating international projects, recruiting and servicing international students, responding to faculty development needs, and working with the communities.

The international education centre in another college was set up after a careful market survey to evaluate the need to keep its ESL program. This college now has one of the highest numbers of international students among Alberta public colleges.

Cutbacks in government funding for education prompted the establishment of the international education department in a third college. Its sole function at the time of establishment was to recruit international students for profit.

The original objective four years ago was revenue generation. When I first started, I was hired as the recruiter. There was no international department. It was just me.

Currently this college has an annual complement of around 700 international students in its ESL program.

The setting up of the international education department in yet another college was the result of “political will”:

You have some college boards and some college presidents who are very much interested in international education and they would encourage, and take risk money, and encourage people to go and develop projects.

Functions of the International Education Departments

The administrators in seven colleges thought that the main functions of the office included international student recruitment. Another major function was to compete with other colleges in international involvement. One respondent added that while competing, this department also intended to collaborate with other colleges in international involvement. As a result, this college had been trying to work out credit transfer programs with other colleges. Coordination of development and training programs, one of the major reasons for the establishment of international education departments, remained a major function of such offices in four colleges. In three colleges, a main function of the international education offices was to achieve educational internationalization.

Funding Considerations

In connection with funding of the international education offices, participants in five colleges indicated that they were fully self-funded, while two others were financially supported in the college budget.

Because most international education departments were self-funded, the financial pressure was obvious during the interview. Interviewee # 2 noted:

It's totally self-funded through the tuition fees we get and the contracts we have.

Interviewee #3 said

We're not only self-funded, we have to generate revenue for the college. ... [W]e have budget target that we have to meet every year. ... [A]fter we have paid all the bills and paid everybody's salary, etc., we have to pay a [certain] amount of money back to the college.

Staffing

As for staffing, most of the international education offices were staffed with two people – the chairperson and an assistant (Table 6). The largest number of full-time employees was 11, and this was in the college that had the highest number of international students in Alberta public colleges.

Staff members who worked in the international education field were consistently expected to be culturally competent and technically skilful. They were generally required to have overseas experience, be proficient in foreign languages and sensitive to different cultures. Technically, they are supposed to have experience in international project

development and proposing, international student recruitment, or have worked or studied abroad.

Table 6

Number of full-time staff in the international education departments

Number of FT staff	n (7)
2	3
3	2
6.5	1
11	1

Table 7

Major considerations when hiring staff

Considerations	n (7)
Overseas experience	5
Foreign language proficiency	4
Academic ability	4

About International Students

Types of Students and Their Origins

The interview data showed that there were three categories of international students in Alberta public colleges. The first group consisted of regular full-time students who had heard about the college, met the entrance requirements, and were admitted into the regular full-time program. The second group comprised those who came as a result of special contracts; that is, an exchange or twinning program between two institutions, or

an international project. The third group included those who had come for a limited time. These students were mostly in an ESL program and were not integrated into regular classes. Most international students in Alberta public colleges belong to the third category.

Generally, these international students came from the Asia Pacific area, with Japan, Taiwan, and South Korea being the core markets. Because of its vicinity, Mexico was the second most important market. Finally, South America was another important source of international students in Alberta. Colombia used to be the target market. As it was becoming more difficult for students to get visas, international student recruiters started to look at Brazil and Venezuela for potential students.

Numbers of International Students

The number of international students enrolled in Alberta public colleges, as well as the way each college counted them, varied greatly. Some colleges counted only full-time registrants while others included both full-time and part-time international students. In some cases the distinction between students holding a “Visitor’s Visa” and “Student Authorization” was not made clear. According to Citizenship and Immigration Canada (CIC) policy before June 28, 2002, foreigners who intended to study for more than three months in a Canadian educational institution had to apply for Student Authorizations and register full-time in the institution indicated on their visas. People on Visitor’s Visas might take courses for up to three months, either full-time or part-time, without changing their visa status. Although my survey defined international students as “those who are neither Canadian citizens nor permanent residents and who hold Student Authorization

and are enrolled in a full-time program” (Appendix C), the data indicated clearly that not every respondent had noticed the definition. To sort out this difficulty, inquiries were made with the respondents, the Registrar’s Office of all the 16 colleges, and Alberta Learning. The figures presented in this research were taken from the enrolment data of *Postsecondary Reporting* administered by Alberta Learning (Alberta Learning, 2001). These figures are considered credible because the report states that:

All data in these reports come from Alberta postsecondary institutions that are part of the provincial Learner and Enrolment Reporting System (LERS) – institutions that receive annual operating grants from Alberta Learning. Institutions submit student and related data to LERS at the end of each January and July. Alberta Learning checks submissions, processes and consolidates the data. The final data is [sic] forwarded to Statistics Canada on behalf of most institutions. In this way, institutions, Alberta Learning, and Statistics Canada are ensured of using the same data.

The distribution of international students in Alberta public colleges is presented in Table 8. Noticeably, in 8 colleges, international students represented less than 1 percent of the total student bodies. It is also interesting to note that colleges #3 and #8 had much higher numbers of students on other visas. The interviewee from one of these colleges explained that a larger number of overseas students in her college were in the short-term ESL program and in this case did not hold Student Authorizations.

Generally speaking, the proportions of international students in Alberta public colleges were small. In addition, there seemed to be little correlation between size of the college and the number of international students.

Table 8

Distribution of international students

Colleges (15)	Number of visa students		Total number of students	Percentage of visa students on Student Authorization
	Student Authorizations	Other visas		
1.	5		7,455	0.06%
2.	2		3,509	0.06%
3.	19	387	21,116	0.09%
4.	7		6,560	0.1%
5.	23	3	10,158	0.22%
6.	10	1	3,995	0.3%
7.	15	5	2,366	0.6%
8.	170	710	19,809	0.85%
9.	341	4	27,759	1.2%
10.	30		2,305	1.3%
11.	63		3,976	2%
12.	443	35	19,867	2%
13.	141		6,771	2.1%
14.	84		3,217	2.6%
15.	345		10,788	3%

*Adapted from Alberta Learning (2001)

** To preserve anonymity, codes used here are different from the ones used in Appendix A.

Rationales, Strategies, and Public Policies Regarding International Student Recruitment in Alberta

With this research, I intended to find out the rationales and strategies used by Alberta public colleges in international student recruitment, as well as the effect public policies at the federal, provincial, and institutional levels had had on their recruitment activities. Accordingly, this section provides information directly related to these research objectives.

Rationales

Questionnaire Data

Table 9 displays the findings associated with the seven reasons for having international students on campus that respondents rated in the questionnaire. After transposing the data to a numerical scale, it became clear that of the six listed objectives, bringing other cultures to campus was considered an important reason for having international students. According to the research data, this was the core of internationalization in Alberta public colleges. Generating revenue and creating exchange opportunities for faculty and students were moderately important. It should be noted that these three reasons had an internal college focus and were rated the highest. In contrast, the three items which had an external focus were scored lower. It is interesting to notice that working towards world peace, an indispensable and foundational element of the development education paradigm, was scored the lowest among the six listed items.

Table 9

Objectives of having international students on campus*

Objectives	Unimportant (1)	Somewhat Important (2)	Moderately Important (3)	Important (4)	Very Important (5)	Average on the Numerical Scale
Generating revenue	1	3	4	4	3	3.3
Bringing other cultures to campus			5	5	5	4
Creating exchange opportunities for faculty and students	2	1	6	3	3	3.3
Responding to the needs of international students for higher education opportunities	1	4	6	4		2.9
Fostering international trade	4	3	8			2.3
Working towards world peace	4	6	4	1		2.1

* Number of respondents = 15

Interview data

The rationales for recruiting international students were explored further with the interviewees, and participants made reference to three rationales for having international students in the student body: nurturing the organization's global capabilities, fiscal imperatives, and internationalizing curricula.

1. Nurturing the organization's global capabilities.

The interviewees reasoned that by associating with students from around the world, faculty and local students would adopt a global perspective and thus became more competent and employable in the international market. According to some interviewees, the presence of international students on campus had created cultural awareness and friendship, which were integral parts of the global visions of the colleges. For example, Interviewee #3 said,

In our office, you deal with students all the time and so that's where the relationship starts. So it doesn't start with the brief work, the big vision statement. I mean that helps, but where it really works, has to work, is day-to-day conversation with the people and how you treat them. And how you encourage them to share their own perspectives.

Interviewee #1 had the same opinion.

You learn about other cultures and the richness of the cultures around the world. I think the opposite of internationalization is where you build a wall around your country and you don't let people out, and you don't let

people in. ... So internationalization is taking the wall down. ...It's pretty hard to become enemies when you have friends in those areas.

Moreover, hosting international students on campus was considered beneficial to Albertan students. Interviewee #5 explained that because students normally spent only two years in the colleges, they did not get much opportunity to meet people from other cultures, yet they would most possibly work in a cross-cultural setting after graduation. So, as the interviewee put it, if there were international students in the same classroom, "it reflects what happens in the work place".

The interview data revealed, moreover, a belief that faculty, staff, and students could enjoy more exchange opportunities brought by the international students. As interviewee #3 said that the purpose was

To provide opportunities to faculty and students to get international experience ...by going abroad. ... The reverse of that is to have foreign faculty and students come to the college, to bring with them their own cultural perspective.

2. Fiscal imperatives

In many ways, the interview data confirmed that running cost-recovery or revenue-generation programs was an important concern. Interviewee #5 said, "Some of the revenue that's brought from international students helps me run my office. So that's an important one." Interviewee #6 admitted, "There is a fair revenue generating potential in bringing international students." Interviewee #3 stated that the international education unit had to be operated as semi-entrepreneurial: on the one hand it had to be run as a

business in order to make profit; on the other, it was protected to some extent as it was not a stand-alone unit, and therefore making it different from private businesses.

However, though the revenue from international students helped run the international education offices, the interviewees emphasized that generating revenue was not the most important motivation, even if it used to be. One interviewee said that the rationale for recruiting international students reached far beyond generating revenue.

International student recruitment had been incorporated into the overall internationalization strategy of the colleges. For example, interviewee #2 said

The revenue generation was originally the reason why we started. That was the original objective. It's not any more because we're finding that basically we're cost recovery. We are making some money, but not a ton of money. It's now being incorporated into Xxx's overall global vision, which is very all encompassing.

3. Internationalizing curricula

The interview data also indicated that the presence of international students was seen as helpful to internationalize the colleges' curricula. Interviewee #3 observed

There are a lot of faculty and students who can't go abroad for a whole bunch of reasons. But by infusing the curriculum with a sort of international perspective, I think, the end [result] is to give students and faculty exposure to an international perspective. It is necessary to be successful in the world today, you can't just be thinking about your own little space. You have to be aware of what's going on around you.

Strategies

Questionnaire Data

The strategies used to recruit international students are presented in Table 10. One college indicated that it was not actively recruiting international students and thus did not answer this question, therefore the number of respondents for this question is 14.

First, the data on the numerical scale indicated that print and electronic materials were used the most for recruiting international students – and it is interesting to note that, compared with other listed means of recruitment, web publication and brochures are inexpensive modes of mass communication. Second, another important tool in recruitment was the involvement of alumni and agents – which, again, did not require any financial investment. Third, respondents regarded being part of the CEC network as moderately important. Finally, it was indicated in the survey that participating in the federal and provincial trade missions to foreign countries, as well as attending education fairs abroad was expensive and of dubious effectiveness. These items were rated lower on the scale.

Interview Data

From my interviews I also learned that in the more aggressive colleges, *strategic business-like marketing* was used in international student recruitment. In this regard, interviewee #2 described the strategy employed in her college as follows:

We start by looking closely at different markets, identifying which markets have the most potential. ... Define who, which are the countries, within each country, who are the students, what age are the students,

Table 10
Strategies used to recruit international students*

Strategies	Unimportant (1)	Somewhat Important (2)	Moderately Important (3)	Important (4)	Very Important (5)	Average on the Numerical Scale
Web-publication		2	2	6	4	3.9
Brochures			3	4	7	4.3
Education fairs	4	3		4	2	2.5
CEC network	3	3	2	3	3	3
Federal and provincial trade missions to foreign countries	5	2	3	3	1	2.5
Canadian embassies/consulates	4	1	5	3	1	2.7
Agents	3	2	2	4	3	3.1
Alumni	2	2	3	6	1	3.1

* Number of respondents = 14

demographics, what's their income level, what are their interests, what do they want to do after they finish. And then all [our] materials and approaches are very needs-based.

In this college, after detailed market analysis, the staff would work out a business plan, set a target, and make up aggressive marketing plans with competitive pricing for targeted markets.

Nevertheless, not every college had the necessary resources and expertise for marketing its programs to international students. And those who did not have specific recruitment strategies simply followed what others were doing.

All the interviewees apparently realized that, academically, colleges could not compete with universities in attracting international students. Accordingly, they emphasized, instead, the fact that students could have smaller classes and closer relationship with faculties; or students could have more fun in their learning. In addition, they realized that support and services rendered to international students were equally important. For example, the colleges that were actively recruiting students provided home-stay services as part of the ESL program.

As for specific means of international student recruitment, the interview data contained six categories, web publication; brochures and videotapes; use of alumni and agents; being part of education fairs or consortia; "backyard" recruitment; and promotion of Alberta and peer institutions.

Web publication was among the most popular recruitment means. One interviewee estimated that about 30% of the international students heard about her college through its web site. Efforts had been made to make the web site easily

accessible. The ideal web site, according to the interviewee, was the one that potential students would be linked to when they searched with words like “Canada” and “ESL”. Also, the web site had to be available in different target languages.

Brochures and videotapes were also used extensively in recruiting international students. In those colleges that could not afford to render their promotional materials in target languages, efforts had been made to keep web sites and brochures in simple English.

The interviewees characterized the use of agents and alumni in recruiting international students as highly cost effective because there were no advance expenses. One interviewee said that approximately 25% of the college’s international students came through agents. That college depended so heavily on agents that communications only happened between the college and agents instead of with students. Each time the recruiter went abroad on recruitment missions, he only needed to visit the agents. Another interviewee said that in her college, too, efforts had been made to recruit agents and she had approximately 40 active agents in the target countries. One interviewee’s college contracted its graduated international students to recruit students from their home countries. This strategy was found to be very convincing among potential students. Alternatively, colleges that were involved in international projects would go through their partners in various countries and promote their international student recruitment program through them.

The interviewees also indicated that developing agents was not an easy task. The ideal agent, according to one interviewee, was someone who not only understood the Canadian educational system, but also was very familiar with his/her home country. In

addition, college recruiters preferred to meet and visit the agents in their offices. However, more often than not they just ended up contacting each other through e-mail, which could be very risky. Interviewees in the two colleges that used agents most heavily reported having some problems with agents.

Ultimately, the interviewees reported, it was the reputation of a college and its ability to satisfy the needs of students that worked best in recruiting international students. Word of mouth was found to be very effective. Interviewee #2, for example, said

Even though you're going abroad and you're marketing, you're giving out your brochures, ultimately it's the reputation that is the most important element.

As to the value of attending education fairs and being members of education consortia, the interviewees took various positions. For some, it was too expensive, for others it was worth the money spent. Most of the fairs were organized by CEC, whose membership system received both complaints and accolades. Interviewee #6 said,

We found them to be extremely expensive and we weren't at all convinced that we were getting our money's worth.

Interviewee #1 complained

A general feeling [is that] the CEC is not particularly helpful to Western Canada or Western interests.

Interviewee #5 simply did not like the fact that the overseas posts of the CEC offices were stationed with the Canadian embassies, making it confusing for its identity. But interviewee #3 defended the CEC as follows:

With the CEC, I've always argued it's good value for the money we spend in fees. ... I can pick up the phone or e-mail somebody in Bangkok, and set up a series of meetings in high school if I want to do that. I mean I have to pay the service, but what our subscription fees pay for is ... being able to call somebody and set that up. We get market intelligence from them. They sit on committees; their whole web site is full of information. That is coordinated and generated by them, or pulled from other sources; that would take time and energy to pull together on my own. And so for the money we spend, I can't do all that with that money. ... The fairs are good exposure in that they sort of, people come to a fair, just to see what's out there, so you know you can give away materials, and people take away. ... Fairs are very good recruiting mechanism because you have to [sell your college]. ... The fair also gives you the opportunity to start looking for agents in that area, because the agents also come to the fair.

For colleges that could not afford direct recruitment from overseas, “backyard” recruiting was effective – recruiting international students from high schools in the same city who were pursuing a secondary education diploma or certificate in Canada.

Finally, in regard to recruiting strategies, the interviewees emphasized that it was very important to promote each other and Alberta as a whole. One college had formal agreements with another college and a technical institute to allow credit transfers. Another college intended to develop articulation with universities to make itself more attractive to the international students who would like to get Canadian degrees upon finishing the ESL program.

The interviewees agreed that in order to attract international students, it was important to promote Alberta and Canada as an educational system internationally. For example, interviewee #2 said,

We developed promotional materials that focus not only on our own strength as a college, and a department, but also really focus on promoting Alberta. ...Our strategy has always been “Don’t just promote the program, promote Canada, Xxx, Alberta”, and it works really well. ... We’re promoting different aspects of Canadian life and Canadian seasons. ... Our fall term is called “Fall Fun”, and our winter is called “Winter Wonderland.”

Public Policies

Policy at the College Level

Commitment of campus communities.

Table 11 summarizes the questionnaire data concerning commitment of the college community to international student recruitment.

Transposed to a numerical scale, the data showed that senior administrators, including college presidents, deans, department chairpersons, and the Boards were seen to be more committed to international education than the rest of the college community.

To be specific, college presidents were thought to be the most committed among all the community members of Alberta public colleges. Interviewees commented that the college President played a more decisive role than the Board.

Table 11

Commitment to international education*

	Not committed (1)	Somewhat committed (2)	Moderately committed (3)	Committed (4)	Very committed (5)	Average on the Numerical Scale
College president		3	3	1	8	4
Board of the college**	2	2	3	3	4	3.4
College administration including deans and department chairpersons	1	1	5	4	4	3.6
College faculty	1	4	6	3	1	3
Students at the college	2	5	6	1	1	2.6
Community/business support	4	2	5	3	1	2.7

* Number of respondents = 15

**One respondent did not make a choice, so the total number of responses here was 14.

For example, interviewee #3 noted that

If a president is interested, then the college becomes interested pretty quickly. And it's mostly the president, not necessarily the Board, because the president also influences the Board.

Interviewee #2 had the same experience.

There are a couple of people on our Board [who] haven't totally bought into that [internationalization] vision. They still ... want to protect Albertans, thinking that anything to do with international [education] has nothing to do with them. But, you know, we have the full support of our president.

The rest of the college community, who was seen to have less influence on policy making and implementation, was considered less committed to international education. Students, who were constantly cited as the main beneficiary of hosting international students, were considered the least committed to international education.

In general, allowing for the fact that one respondent did not render a judgment about Board members, perceived level of support for internationalization diminishes as one moves down the bureaucratic hierarchy and out of the college.

Financial support.

Financial support for international students was essentially zero. Only one college indicated that it provided a limited amount of financial support to international students in its credit program. The other 14 colleges did not have any financial resources for international students.

Quota for international students.

The survey also included a question about quotas for international students. Only one respondent indicated that the college planned to have five percent of the total student body comprised of international students. Another college was in the process of setting a quota for its applied degree program. The other 13 did not have such plans.

Other policies.

Interviewees opined that international student recruitment was a totally independent college initiative. As there is no ministry of education at the federal level, and the Alberta government had only just released its *International Education Strategy* in July 2001, the colleges' recruitment activities had come well ahead of the provincial governments' strategy. Interviewee #5 said that the 1980s, government officials had thought she was "crazy" when talking about marketing education – because education was not then seen as an industry that could be marketed. Furthermore, people used to complain that international students were taking away seats from Albertans. But, she continued, the situation had changed totally by the time of my survey.

Both survey respondents and interviewees also commented on the impact of institutional policy on their recruitment activities. Except for some very aggressive players, most colleges in Alberta did not have specific strategies for international student recruitment. Lack of funds and interest were considered the main reasons. One interviewee said

The College believes that no funds should be contributed toward international student recruitment. It must be self-funded. This is the premise that the International departments works on.

Another interviewee shared

In my college, [the strategies] pretty much reflect the lack of interest in international work that pervades the campus (except the English Language Centre). There is no concerted strategy, and interest is variable.

Policy at the Provincial Level

Questionnaire recipients were also asked about the involvement and impact of the provincial government in their institutions' efforts to recruit international students.

Respondents in nine colleges said there was no involvement of the provincial departments in international student recruitment. Other respondents indicated that Alberta Learning, the regulatory body of education in Alberta, had provided marketing information and financial support for the ACIE, which helped promote Albertan institutions abroad. One survey participant said that Alberta Economic Development had provided marketing information.

As the provincial government did not have much input into the institutional recruitment activities, interviewees did not think it had any impact on the recruitment strategies in their colleges either. The publication of Alberta Learning's *International Education Strategy* (2001) was seen as a positive step by the provincial government. Interviewee #3 commented that Alberta Tourism had provided some valuable background assistance as it promoted Alberta as a destination, and hoped that the provincial government would promote Alberta's educational system too. Interviewee #1 was of the opinion that the provincial government would put some money into promoting education in Alberta and believed such an investment would pay off in the long run. This interviewee further emphasized

The Alberta government, though, could be more forthcoming with promotional materials – at no cost to the schools. Other marketing materials such as videos would be extremely useful in selling Alberta as a desired destination.

Interviewee #4 stressed

The provincial government should support an ongoing organization as it currently does in the form of the Alberta Centre for International Education. ... If Alberta Learning values having international students in its K-12 and postsecondary schools, some financial support should be available to ACIE.

All six interviewees agreed that ACIE was a valuable organization in their colleges' international education endeavors. Incorporated in 1997, ACIE is a non-profit association in Alberta that is charged with facilitating the international promotion and marketing of education and training resources of its members. Interviewees emphasized that it was "our own" organization, "our secretariat". It was also perceived to be an important "forum of Albertans run for Albertans" and it best represented the interests of Western Canada. In addition, ACIE normally went to new markets to promote its members as a whole, for example, by joining the federal government's Team Canada initiative.

Clearly, my respondents generally thought it was still the responsibility of each college to be successful in international student recruitment.

Policy at the Federal Level

The federal government's departments were described in the questionnaire data as minimally involved in international student recruitment in Albertan public colleges. Participants in 12 colleges responded that there was no involvement at all. In two colleges, both of which were active in international student recruitment, participants noted some indirect support from such government departments as the Department of Foreign Affairs and International Trade (DFAIT), Industry Canada (IC), and Citizenship and Immigration Canada (CIC) as well as some non-governmental organizations, namely the Canadian Bureau for International Education (CBIE), Canadian Second Languages Program (CSLP), and Canadian Education Centre (CEC).

Similarly, the questionnaire data indicated that the support from the federal government was minimal. DFAIT partially funded the CEC network and its members benefited indirectly from that. Another noticeable federal aid was the Youth International Program, in which young Canadians are recruited to work on international projects, including international student recruitment and services. But, Interviewee #1 said, "There hasn't been, in my view, a lot of deliberate effort to internationalize Canadian – or specifically Alberta education." Several interviewees mentioned that, compared with other aggressive recruiters of international students – such as Australia, New Zealand, and the United Kingdom – the Canadian government had too little input into international education.

As education is a provincial responsibility, the most direct impact that a federal department could exercise would be through CIC. The last question in my questionnaire was designed to gather deeper insights into this issue. Survey respondents complained

that it sometimes took a long time for their students to get their visas. In countries such as China and Colombia, the rejection rate was high. One of my questionnaire respondents stated explicitly that his college did not direct any resources to areas where obtaining Student Authorizations was a problem. One participant even complained that CIC sometimes acted as a barrier in international student recruitment work.

Turning now to the interviews, the participants also shed more light on the immigration issue. Interviewee #1 commented that CIC was “the key to the success of student recruitment” and that “immigration has everything to do with international education, with [the students] coming here”. Interviewee #5 pointed to a contradiction in Canadian immigration policies: on the one hand, CIC tried to keep out students who intended to stay in Canada after graduation; on the other, Canada encouraged people to immigrate to Canada. In her opinion, international students were ideal candidates for immigration, yet normally would be rejected if they indicated an intention to stay after graduation.

Interviewees were of the opinion that education was not a priority for CIC, which led to insufficient staffing, long processing time and high rejection rates in some countries. Interviewee #5 said, “What they lack is a real knowledge about the role and value of international students in our economy and our society”. Interviewee #6 said that CIC was “more of a hindrance than help” in terms of international student recruitment. Colleges were faced with a dilemma in that no one wanted to miss an opportunity, but it was time-consuming and costly to fight the obstacles.

Because of the difficulty in getting Student Authorizations in some countries, some college recruiters tried to avoid such areas while others would give more time to

applicants from those countries. To circumvent these problems, one college was planning to deliver its programs in China so that the potential students would not have to face the visa problem while the college could still deliver its programs. Interviewee #1 advised, “they [CIC] need to be more proactive, positive and supportive, although they have improved over the past few years”.

To the relief of the educational institutions, there is now an Advisory Committee on International Students and Immigration (ACISI), whose responsibilities include monitoring and discussing issues relating to international students and their dependents; and making suggestions to CIC on issues that affect international students and their dependents (ACIE, 2001). Its members included such government agencies as the Canadian International Development Agency (CIDA), CIC, EFAIT, and IC, and non-government agencies that included ACIE. With this committee in place, interviewees felt that college personnel now have a forum to voice their opinions and complaints.

Summary

This chapter reported the findings from the survey and interviews.

One significant finding is that the administrators who participated in this investigation had attended to fewer aspects of internationalization than the literature suggested they should. The administrators appeared to align themselves primarily with the profit-making paradigm, but the value of enabling Albertan students to be globally knowledgeable and inter-culturally competent was also emphasized.

The data also show that colleges in big cities managed to recruit more international students than those in more remote areas. Colleges with independent international education offices were more successful in recruitment than those without

such a department. International students in Albertan public colleges were mostly from the Asia Pacific area and South America.

Ostensibly, the main motivator to recruit international students to Albertan public colleges was to benefit the local students so that they could have more tolerance towards and understanding of people from other cultures. It was hoped that Canadian students would be more competent in today's global competition.

In Albertan public colleges, different strategies to recruit international students have been implemented. The most popular ones included web publications, brochures, and videotapes. In addition, contracting the recruitment process to agents, alumni, and international project partners was found to work well. Although international student recruitment had been, until recently, an institutional initiative, respondents were anxious to get help from both the provincial government (especially for financial support) and the federal government (in the way of helpful immigration regulations and practices).

CHAPTER FIVE

DISCUSSION OF FINDINGS

In Chapter One, four specific research sub-questions were outlined. In this chapter, these questions will be revisited. Survey results and interview data will be used to answer these questions. In addition, the findings from the survey and interviews will be compared with the existing literature and my personal experience. As a constructivist, I was conscious that I could be biased in interpreting the data. The discussion of findings will be done in stages with three foci: internationalization, Alberta's public colleges and their international education departments, and international students.

Internationalization

Definition of Internationalization

As reviewed in literature, the meaning of internationalization has expanded from development education (providing humanistic assistance to developing countries) to other considerations. Specifically, it now refers to activities such as international projects, international recruitment activities, study/work abroad programs, or partnership and linkage programs (Francis, 1993; Galway, 2000; McKellin, 1995). It is also viewed as a process that incorporates international/intercultural perspectives into institutional functions and missions (Bond & Lemasson, 1999; Canadian Bureau of International Education (CBIE), 1989; Francis, 1993; Knight, 1994; McKellin, 1995).

As part of the study, the interviewees were asked to define internationalization and differentiate it from globalization. Not all respondents were clear about what internationalization meant to them. For example, some interviewees said that they had

never thought about it as no one in the colleges had ever asked them to. Some said that they thought that internationalization was about bringing an international perspective to the colleges' activities, and for students to develop greater acceptability of people of other races and cultures. Interviewees commented that the term globalization had a more negative connotation in its association with the exploitation of third world countries, but went hand in hand with internationalization, because internationalization fit into the notion that the world was a global community. One interviewee said that globalization was more appropriate for describing the international work that the colleges were doing now.

I have concluded that, although public colleges were involved in some international education work, very little emphasis had been put on the essence of internationalization. From my experience as an international student recruiter, internationalization does not equal the number of international students brought in or the international projects completed. It is about the attitudes towards other cultures and peoples and how those values are incorporated into the functions and operations of the colleges.

As I assumed in Chapter One, internationalization is a widely accepted vision in Alberta's public colleges; however, in practice, the understanding of internationalization and the level of institutional internationalizing are still at an early stage.

Rationales and Strategies for Internationalization

In the literature review of Chapter Two, the rationales for internationalization were classified into four types: the *market/corporate model*, the *liberal model*, the *social transformation model*, (Warner, 1992) and the *organization development model*

(Leginsky and Andrews, 1994). It was agreed among researchers that the market/corporate model has been the primary motivation in international education in Canada (Hurabielle, 1998; Galway, 2000; Leginsky & Andrews, 1994; Schugurensky & Higgins, 1996).

Interview data from this study showed that the internationalization rationale in Albertan public colleges was a combination of the liberal and the market/corporate models. The primary purpose was to create global awareness and cross-cultural understanding among Canadian students, which was advocated in the liberal model. Meanwhile, emphasis was put on the economic returns, as defined in the market/corporate model. The internationalization rationale also fell into the organization development model. Although revenue generation was an important rationale in international education, the main motivator was to make sure that the Albertan students would have a global vision in order to be more employable and competent in the global world. The underlying motivation was that the college and its community would be the primary beneficiary of international education. My findings, therefore, indicate that the “reality” portrayed in previous literature is not the reality conveyed in this study.

The internationalization strategies were summarized as follows: bringing international students to Alberta, sending out expertise to other parts of the world, internationalizing curriculum and creating global awareness among international education practitioners. To implement these strategies, the whole college community would be involved and again benefit from such activities.

Alberta's Public Colleges and Their International Education Departments

Demographics

Of the 15 public colleges surveyed in the study, six were private colleges established prior to the founding of the first public college in Canada in 1957. Of these six, four were set up in the 1910s. All six were later incorporated into the public system. Another eight public colleges were opened in the 1960s and 1970s, a major period of college development in Canadian postsecondary education history. This was the period when there was a high demand for skilled workers and consequently governments moved to establish colleges across Canada. This information corresponds with discussion on college formation in the literature.

Four of the 15 colleges were located in towns with a population of less than 10,000, while six were in cities of over 500,000 people. They were spread in 12 cities or towns all over the province. The equal distribution of colleges between cities and towns in Alberta was consistent with the findings in Hurabielle's (1998) study of Canada's public colleges and postsecondary technical institutions .

As defined in the amendments to the Colleges Act, public colleges were to bear "dual roles" of offering both university and non-university programs (Dennison & Gallagher, 1986; Andrews, Holdaway & Mowat, 1997). Survey findings indicated that all 15 colleges had diploma programs and 14 offered adult upgrading programs. Thirteen had certificate programs, and 11 had university transfer courses. Ten colleges had an ESL program. Research data showed that international students cared more about the programs offered and locations rather than the history or size of the colleges. It was found in the study that most international students in Alberta's public colleges were in the ESL

program. This finding was absent from the existing literature, but corresponds with my personal experience.

Of the 15 colleges, seven (47%) had an independent department in charge of international education work, and one of the functions was to recruit international students. These colleges had a higher number of international students than those that did not have such an office. In the other eight colleges, the Office of Registrar, English Language Centre, or deans of various departments were responsible for international work. It should be noted here that the number of international education offices in Alberta's public colleges was lower than that of their counterparts in Ontario. In the study of Ontario's Colleges of Applied Arts and Technology, Galway (2000) found that 19 of the 21 (90%) surveyed institutions had international program offices. It is reasonable to assume that educational institutions in Ontario are more active in international education and are geographically more recognizable than Alberta.

In 6 of the 15 colleges (40%), the international education personnel or department reported to the Vice President. Others (60%) reported to the deans or directors of the corresponding departments. By comparison, in the study by Galway (2000), only 19% (4 out of 21) of the international offices personnel reported to the Vice President, 28% (6 out of 21) to the President, and 52% (11 out of 21) to the heads of other departments. I conclude here that the college presidents in Ontario are more directly involved in international education, although presidents in Albertan colleges are considered the most committed among all college community members.

Obviously, there was a lack of uniformity and formalization of the international education offices and their status in the institutional organization. In some cases, such a

department was just a small addition to the college, according to the relevant interviewee. The locus of control over international student recruitment varied, and was typically in a unit that could best address the institutions' particular goal(s) for the internationalization movement. In Alberta, seven public colleges had independent international education offices that were responsible for international student recruitment. In colleges that did not have such an office, different departments took the responsibility. The English Language Centre focused on providing language training, while departments such as Career Program or Workforce Development Department emphasized on providing job training skills. The Registrar's Office was in the position of coordinating the admission and placement of international students into different programs.

In some colleges, international work was started in the early 1970s. Nevertheless, most of the international education departments were not founded until the 1980s. Of these seven colleges, five established their international education departments in the 1980s and 1990s. This was consistent with what has been depicted in the recent literature –international education is shown to have transformed from the developmental education paradigm to a market-oriented one, and revenue generation has taken the place of humanitarian support in the international education arena. Some respondents still remembered the days when the colleges were involved in international assistance projects in Third World countries. The expertise in Alberta's public colleges could still be useful in helping developing countries, yet dissemination of that knowledge would not be possible unless enough funding was made available.

Five of the seven international education departments were self-funded, while the other two were financially supported as part of the college budget. This funding system

had forced the operation of international education to be entrepreneurial. This finding corresponded Hurabielle's research in 1998, where he expressed concern over the fact that the goal to recover costs and make a profit in international education would bring ethical concerns to the forefront for international education practitioners.

Three of the seven international education offices were staffed with two people, while two others had three staff members. The largest number of full-time employees was 11 in one college. In a survey of 123 Canadian colleges and technical institutions, Hurabielle (1998) discovered that 75% of the institutions were staffed with less than five full-time employees. The contemporary situation in Alberta is consistent with this finding from four years ago.

Staff working in the international education offices were generally expected to have overseas experience, be proficient in foreign languages, and have demonstrated academic ability. Considerations were extended to intercultural sensitivity and experiences in specific international education activities. This was different from the findings of Knight (2000), who found that only one third of her respondents rated international/intercultural expertise as relevant when hiring staff. It was surprising to notice that although international education departments were self-funded, financial management experience was not cited as necessary qualification when hiring staff in Alberta's public colleges. This supports the claim that in Albertan public colleges, the most important internationalization rationale is to create global awareness and cross-cultural understanding among the college community. International education practitioners with cross-cultural experiences are expected to fulfill this goal.

Reasons for the Establishment and Functions

The reasons for establishing the international education departments among all seven colleges were quite consistent. The motivations were cited as: coordination of existing international projects, developing presence in the international education arena, increasing exposure of faculty, staff, and students to other cultures, and generating revenue. Under such objectives, the international education offices were mandated to coordinate the existing projects, recruit international students, and compete with other colleges in international involvement. These findings were congruent with those in Hurabielle's study in 1998. One of my respondents added that one function of the international education office is to collaborate with other colleges in international involvement. To some extent, collaborating is seen as more crucial than competing for Albertan public colleges' success in international student recruitment, given the fact that Alberta is still quite unknown to the international education market, and it is important "to promote each other and Alberta as a whole". In the survey of 25 Ontario Colleges of Applied Arts and Technology, Galway (2000) found that 60% of them collaborated with other institutions in order to recruit international students.

The interview data show that internationalization is a growing trend in Alberta public colleges. Without sufficient funding, enriching the campus and exposing students and faculty to other cultures would remain a dream. The obvious financial pressure on international education practitioners has limited them to engaging only in cost-recovery or high-yielding projects. This specific finding was not commented on in the literature reviewed.

International Students

Student Demographics

International students in Alberta's public colleges mainly come from the Asia-Pacific region and South America. This is partly consistent with the findings in other recent research that found that most international students in Canadian postsecondary institutions were from Asia (Hurabielle, 1998; Knight, 2000). However, in former studies, Europe, Africa, and North/Central America were also important sources of international students in Canada. Nevertheless, those regions were seldom mentioned by interviewees in my study. My speculation is that Albertan public colleges do not have contacts with these countries and they do not have enough resources to explore those new markets.

The majority of international students in Alberta's public colleges were fee-paying students, either in the regular credit or short-term ESL program. A smaller number of students came as part of international projects and were in specially designed study packages. This is consistent with Hurabielle's (1998) finding that "it is generally the practice among international students in Canada to enroll as fee-paying individuals" (p. 95).

According to Alberta Learning statistics (Alberta Learning, 2001), the total number of visa students in Alberta public colleges in the 1999 – 2000 academic year reached 2,843, occupying 1.9 percent of the total 149,651 student population in the same period. Among those visa students, 1,698 were on Student Authorizations and 1,145 on other visas. Most of the international students were in tailored programs, i.e., ESL or study packages designed specially for them. Only a small number of international

students in Alberta's public colleges were in the same program as local students. This finding was not found in the literature on international education but again, is congruent with my personal observations.

As most international students were in the tailored programs, they did not have the chance to mingle with their Canadian peers. Similarly, the Albertan students would only encounter the international students out of class, and contact remained on a superficial level. More particularly, the effect of a small proportion of international students on the larger student body – particularly in regard to fostering cultural awareness – is limited. This finding was not evident in the literature.

Rationales, Strategies, and Public Policies Regarding International Student Recruitment

In this research, I was trying to understand the rationales, strategies, and public policies regarding international student recruitment in Alberta's public colleges. In the following section, all four research questions introduced in Chapter One will be answered.

Rationales

My first research question was “What are the rationales for recruiting international students in Alberta public colleges?”

The rationales to recruit international students in the literature review were identified as: adding cultural diversity, providing social and political benefits, and generating revenue. My findings in this regard are summarized as follows:

1. Cultural enrichment on campus. According to the survey results, the most important motivation to recruit international students was to bring other cultures to campus.

Interviewees added that by bringing international students to campus, local students, faculty, and staff would have a change to adopt a global perspective and become more competent in today's increasingly competitive world. At the time of the survey, most colleges had put institutional internationalization onto their agenda. Both survey respondents and interviewees emphasized that hosting international students was part of their internationalization strategy. This motivation corresponded with those noted in the literature.

2. Revenue generation. Out of the 15 colleges completing the survey, seven respondents identified revenue generation as an important or very important rationale. The interviewees confirmed that the revenue generated from international student tuition helped run the international offices, and also achieve other internationalization goals. One interviewee said that he had to make profits for his college from the international students, after all the expenses for the his unit operation were covered. However, interviewees stressed that revenue generation was not the most important motivation, even if it may have been in the past. This is also mentioned in the literature.
3. Internationalizing the curricula. Interviewees said that it was important to incorporate an international perspective into the curricula, so that local students and faculty would have a more international vision. Having international students as part of their student body was seen to help develop such curricula. Such comment was not found in the literature.

The participants in my study had not mentioned the social and political benefits identified in the existing literature.

Reflection

The most important reason cited for hosting international students appears to benefit Canadian students. Nevertheless, my survey and interview data showed that most international students were in ESL or specially designed programs, a practice that limited the interaction and communication between the international and Canadian students. Moreover, most students were from the more affluent countries; as a result, the “cultural diversity” to which local students were exposed was limited to displays of wealth. Respondents had said they hoped that exposing the Canadian students to people from other cultures would help them be more competent in the global world. However, such superficial contacts would not be fruitful in this regard. A conflict between the vision and practice seems to be present. Further effort should be made to retain the international students who had passed the English proficiency tests in the regular diploma or certificate programs. Equal efforts should also be made to recruit international students from different countries into the regular programs. Only then would the Canadian students have more authentic exposure to students from different countries, and eventually better understand their cultures.

Revenue generation is an important motivation. This clearly explains the attention given to more wealthy regions by Albertan public colleges in their international student recruitment activities. Applicants from less affluent countries or where there was difficulty in obtaining Student Authorizations would mostly be ignored. Since colleges depended heavily on the tuition fees from international students to run the international education activities, it is understandable why economic returns would be the primary consideration in recruitment activities.

Strategies

Here I will reflect on my second research question, “What are the strategies used by each college in Alberta in international student recruitment?”

Although most colleges had some specific recruitment activities, they did not have a systematic strategy for international student recruitment. Only one interviewee described a business-like marketing strategy used in that college, which included analysis of target market and student demography, programs offered, and pricing. A business plan would be worked out before setting out to promote the college in the target markets. In addition, a sophisticated budgeting management system was used to track the recruitment expenses and returns. The other colleges, which did not have a business plan for international student recruitment, followed what was normally practiced.

As indicated in the literature (Knight, 2000; Galway, 2000), the most commonly used recruitment vehicle was web publication. In ten colleges, the use of the Internet was considered important or very important. Although not mentioned by Galway (2000), yet rated third in the study by Knight (2000), the use of brochures was an important recruitment means in Alberta’s public colleges. In all the 14 colleges that completed the questionnaire, brochures were considered very important, important, or moderately important.

Interviewees reinforced the value of web publications and brochures. One interviewee estimated that about 30% of the international students heard about her college through its web site. It was important, according to the interviewees, to keep the content of the web site and brochures consistent. Ideally, interviewees would like to see

their web sites easily accessible, and in either target languages or simple English. In addition, videotapes were made as supplementary promotion materials.

Although the use of project partners, agents, and alumni in recruiting international students were seldom mentioned in literature, this strategy was considered cost-effective and valuable in Alberta public colleges. For colleges that had international projects, disseminating the information and recruiting international students through their project partners was found to be convincing to potential students. Both interviewees from the two most aggressive colleges in international student recruitment commented that they depended heavily on agents in their core markets. In one college, 25% of its international students were recruited through the agents. In some colleges, graduated international students were contracted to recruit students from their home countries. This finding is in keeping with my experience as a recruitment agent; I have seen a growth in the use of agents by educational institutions in Alberta.

The necessity of positioning themselves differently from universities was another key strategy used by Alberta public colleges in international student recruitment. While universities emphasized their academic strengths, colleges stressed their smaller classrooms, rapport with instructors, and flexible combination of ESL study and social activities. In addition, international students could work on an English proficiency test like TOEFL in colleges, before they could be admitted into universities. This strategy was not mentioned in the literature.

One college's representative mentioned "backyard" recruiting as effective. Instead of going overseas, the interviewee said that she could recruit international

students from the local high schools. This strategy was unique in international student recruitment in Alberta.

Both survey respondents and interviewees regarded ACIE as instrumental in their recruitment activities. In addition to providing market information, ACIE helped promote Alberta as a whole, which benefited all its member colleges. According to some interviewees promoting Canada and Alberta as an education destination was a very important strategy. They also emphasized that the Alberta government should spend more money to endorse the province overseas, so that when the college administrators went overseas on recruitment mission, their potential students would already have an impression of Alberta. ACIE is a unique international education secretariat. The use of such an organization as a recruitment vehicle was absent from the literature.

Attending education fairs, mostly organized by the CEC network, was considered very valuable by some participants, but too expensive or ineffective by others. A few respondents and interviewees commented that the money was well spent, as they could get valuable market information and representation by being part of the CEC network. For those who complained, two issues seemed prominent: the result was not worth the high membership fee, or that CECs could not represent and advance Western Canadian interest. The CEC controversy was found in Galway (2000)'s study. In her survey, 70% respondents reported that the colleges participated in CECs, yet my interviewees revealed a great deal of dissatisfaction with CECs, mainly because they were too expensive and of limited or no use in the marketing effort. Likewise, provincial and federal trade missions, or the Canadian embassies or consulates, were not regarded to be important recruitment avenues.

In general, it seems, Alberta's public colleges try to use combinations of recruitment techniques and keep a very wary eye on cost-effectiveness.

Reflection

Albertan public colleges are unique in their international student recruitment endeavor. While following the most common practices, such as using the web sites and brochures, Albertan public colleges have found other ways that best suit their needs. Contracting agents, alumni, and project partners were stressed as important ways to recruit international students for Alberta public colleges. Although some were dissatisfied with CECs, Alberta public colleges were happy with the work done by ACIE. There should be an alternate national marketing device or consortia that could help Canadian educational institutions from either the eastern or western coast in their overseas marketing.

Public Policies

Little research has been done on policies at the institutional, provincial, and federal levels in regard to international student recruitment. It was hoped that this study would fill this gap in the existing literature. Accordingly, my third research question was "How do the public policies at the federal, provincial, and institutional levels affect recruitment?"

At the institutional level, what all colleges shared in common was that international student recruitment was an independent college activity without outside interference or guidance. Very seldom did the colleges invest in international student recruitment, so all the activities were intended to be cost-recovery and, in some cases, to

generate revenue. According to both the survey respondents and interviewees, the most influential figure in the college was the president, who could influence the Board and whose interest in international education was of primary importance to the international education activities in the colleges. Except for some limited amount of financial resources for international students in the credit programs in one college, no financial support was available to international students in Alberta's public colleges. 13 of the surveyed colleges also indicated that they did not plan to set up enrolment targets for international students, while one respondent said that the college would like to have 5% international students on campus. At the institutional level international student recruitment was influenced mainly by the executive administrators who had authority to decide whether the college would recruit international students, and what programs would be promoted. Lack of funds and in some cases, shortage of space restrained the colleges from more aggressive recruitment activities.

In the existing literature, the provincial government is depicted as exerting direct impact on international students. It regulates the differential fees, health insurance, education of dependent children, and eligibility for provincial awards. However, none of my research participants mentioned the impact of such regulations. On the contrary, they commented that the provincial government had very little involvement in the international student recruitment activities; thus its impact was minimal. This discrepancy could be the result of the fact that most international students in Alberta's colleges are in tailored ESL program or special study packages, and differential fee was not applicable to them. In addition, as most students were from more affluent regions and only stayed in the colleges for a limited period of time, it is reasonable to assume that higher tuition

fees, expenditures on health care, and eligibility for provincial scholarship/awards were not big concerns for them.

Survey respondents and interviewees mentioned that both Alberta Learning and Alberta Economic Development had provided valuable market information which indirectly helped international student recruitment. In addition, Alberta Learning finances the ACIE, a non-governmental non-profit organization that member colleges treasure in their international activities. Nevertheless, interviewees hoped that the provincial government could be more active in promoting itself and its quality education overseas. Some interviewees were excited at the release of the *Alberta's International Education Strategy* by Alberta Learning, regarding this as a positive sign that the provincial government will step forward in international education. The *Strategy*, released to the public in July 2001, claimed that the vision for Alberta's international education strategy is that "Alberta will be internationally recognized as a leading provider of education, skill development and industry training, and Albertans will be well-prepared for their role in the global marketplace and as global citizens" (Alberta Learning, July 2001, p. 3). One of the objectives defined in the *Strategy* was to attract international students to Alberta for their learning needs. Nevertheless, until the Alberta government takes further action, its impact on institutional international student recruitment will remain trivial.

The influence of the federal government was seen as equally minimal and subtle. Both survey respondents and interviewees had noticed indirect support from several federal departments. DEFAIT partly funded the CEC Network while Industry Canada (IC) and Canada Tourism provided some help by promoting Canada as a tourism destination. However, there was a constant complaint from the respondents and

interviewees about CIC in its policy towards international students. Mainly, they were dissatisfied with the long processing time and high rejection rate in some countries. Having been a recruitment consultant, I too have experienced the stress faced by international education practitioners, international students, and their parents when dealing with CIC. To deal with this situation, some colleges chose not to recruit students from countries where it was difficult for the student to obtain a visa, while others gave applicants from those countries extra time for visa application. One college was trying to deliver its programs in the countries where potential students could not get Student Authorizations easily. International education administrators stated that unlike traditional export products, Canadian education was not valued by CIC. It was hoped that CIC would become more consistent in its policy and recognize the value of international education in Canada.

Reflection

There appears to be a conflict between the rationales and practices of hosting international students in Alberta's public colleges. Both the survey respondents and interviewees emphasized that the main motivation for recruiting international students was to enrich the campus culture; yet institutional policy clearly indicated that such activity had to be cost recovery and generate revenue. Moreover, most international education offices were self-funded. If Alberta's public colleges are to internationalize their campuses by hosting international students, financial support should be provided for both the operation of international student recruitment activities and outstanding international students on campus.

As indicated in *Alberta's International Education Strategy*, the provincial government has shown a positive attitude towards the presence of international students in Alberta. It is important for Alberta's postsecondary institutions to lobby the Alberta government to appropriately invest in its stated commitment to international education.

Similarly, collective effort is needed to influence relevant federal government departments. It is important for the Canadian government to promote Canada as an education destination. In addition, Alberta's public colleges still need to voice their opinions through effective channels on the CIC policy on the issuance of Student Authorizations.

Interconnections

This section will answer my fourth and last research question "What are the interconnections among these three aspects, if there are any?"

Interconnections among the rationales, strategies, and public policies exist, but they are not always consistent and/or apparent. Normally the international education department was set up because of emerging interest in international education or a political will in the institution. As a result of shortage of resources and caution about balancing income and expenses, international education administrators had been extremely careful in choosing programs and were sparing in recruitment efforts. One most direct impact was the use of strategies that have no up-front costs, such as contracting agents, project partners, and graduates in recruiting international students. Another channel was to recruit students through the internet. Travelling overseas was considered expensive, and thus trips were made to countries where there were enough potential applicants. Emphasis had been laid on cost-recovery and revenue generation.

Although respondents indicated that the main purpose was to enrich the campus culture rather than generating revenue, in reality, the two were closely tied.

Similarly, public policies had some impact on both the rationales and strategies. The rationales for hosting international students in Alberta's public colleges were the products of the institutional mandates, passed by the Board of Governors. So were the self-sufficiency characteristics of most international education departments or activities, including international student recruitment. Such financial practices limited resources and the scope of recruitment strategies. Provincially, there was no impact on the institutional recruitment. As a matter of fact, international education administrators were anxious that the province of Alberta should be more proactive in promoting itself and its educational system. At the federal level, CIC was the most influential department as its policies and practices on issuing Student Authorizations affected the recruitment strategies of the colleges surveyed. The colleges were forced either to give extra time and patience to students who had difficulty in obtaining Student Authorizations or to ignore these countries with potential students. Such impact tended to be unilateral, as institutions had no direct channel to influence the CIC regulations.

Reflection

It is obvious that the premises of cost recovery and revenue generation had direct impact on the strategies used. I hope that equal effort will be made to recruit students for cultural diversity, the most important rationale for hosting international students in Alberta's public colleges.

The institutional rationales of recruiting international students seemed to be ignored when public policies were made. There should be more genuine communication among the policy makers at the institutional, provincial, and federal levels.

Summary

This chapter addressed the principal findings of the study, which were compared with the existing literature, where appropriate.

Research findings revealed that although not all international education administrators in Alberta public colleges had a clear idea of what internationalization was about, international students were present in all the campuses. To some respondents, internationalization was bringing international perspectives to the college activities, so that students and staff would have greater acceptance of other cultures and would become more capable in global competition. The rationales of internationalization in Alberta's public colleges were a combination of the liberal and market/corporate models. They also correspond with the organization development model.

Research findings showed that the colleges with ESL programs, and those located in bigger cities attracted more international students than their counterparts in rural Alberta. Moreover, those with independent international education departments had a higher number of international students than those without such an office.

International students were expected to bring in cultural diversity, although the economic returns were another consideration for the hosting colleges. Web publications and brochures were the most popular means used to recruit international students. Albertan public colleges were unique in that some of them depended heavily on agents, alumni, and project partners in recruiting international students. The study also revealed

that international student recruitment was mainly institutionally independent work. The provincial government had little input in this field. At the federal level, CIC had exerted much impact on the institutional effort in recruiting international students.

Lastly, there seemed to be an interconnection, although not quite consistent, among the rationales, strategies, and public policies in international student recruitment in Alberta's public colleges.

CHAPTER SIX

OVERVIEW OF THE STUDY, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

This chapter provides an overview of the study, and draws conclusions based on the literature review, findings from the survey and interviews, and the discussion chapter. A series of recommendations for action and future research are presented, followed by a brief section on my personal reflections on the research.

Review of the Study

Need, Purpose, and Method

There has been an absence of research on the active involvement of public colleges in internationalization, especially in international student recruitment. The lack of information and research has resulted in insufficient knowledge, understanding, and cooperation among international education practitioners and policy-makers, and unsystematic approaches in international student recruitment at the public college level. This study focused on investigating the rationales, strategies, and public policies in regard to international student recruitment in Alberta's public colleges. Furthermore, it sought to fill the gap in the existing literature with respect to international student recruitment in postsecondary educational institutions, in particular public colleges. The data and analysis of this study would be valuable for researchers and international education practitioners in postsecondary educational institutions. In addition, it would also provide information for public policy makers.

To achieve those goals, a survey and interviews were employed as the major means for data collection. A survey was sent to all 16 public-funded colleges in Alberta, to gather a general background picture of the colleges, their international education departments/personnel and international activities, including international student recruitment. Subsequent to the survey, open-ended semi-structured interviews were conducted with six respondents from colleges where the survey results indicated extensive practices in international student recruitment activities. Through the interviews, I collected more detailed information and the insights of international education practitioners for issues covered in this study.

Highlights of Findings

Major findings of the study are briefly summarized in this section. Findings are presented based on each specific research question guiding this study.

Research question #1: What are the rationales for recruiting international students in Alberta's public colleges?

- 1.1 The dominant rationale for recruiting international students is to enrich campus culture. It is hoped that by hosting international students, Canadian students, faculty, and staff will have a chance to know other cultures and be more competitive in the global economy.
- 1.2 Revenue generation is an indispensable rationale for recruiting international students in Alberta's public colleges. The revenue generated from international student tuition helps run the international education offices and makes it possible to achieve other internationalization goals.

1.3 It is hoped that the existence of international students would make it possible to internationalize curricula.

Research question #2: What are the strategies used by each college in Alberta in international student recruitment?

2.1 Very few colleges in Alberta have a formally articulated business-like strategy for recruiting international students.

2.2 Web publications and brochures are the most used vehicles in recruiting international students.

2.3 Alberta's public colleges consider the use of project partners, agents, and alumni in recruiting international students to be cost-effective and valuable ways to recruit international students.

2.4 Another strategy used by Alberta public colleges is to formally position themselves differently from universities in international student recruitment.

2.5 "Backyard" recruiting works effectively for some colleges in recruiting international students in Alberta.

2.6 ACIE provides valuable promotional assistance in recruiting international students.

2.7 Some colleges consider it effective to attend education fairs, mostly organized by the CEC network, as well as provincial and federal trade missions.

2.8 Canadian embassies or consulates are found to provide limited assistance to Alberta's public colleges in relation to recruiting international students.

Research question #3: How do the public policies at the federal, provincial, and institutional levels affect the recruitment of international students?

- 3.1 International student recruitment is an independent college activity and very seldom do college administration invest in such an activity. The impact at the institutional level on international student recruitment comes mainly from the college administration, through decisions about whether to recruit international students and what programs to be promoted. Lack of funds, and in some cases, shortage of space, restrains the colleges from more aggressive recruitment activities.
- 3.2 The impact of the provincial government is minimal, as the provincial government is not involved in the recruitment activities.
- 3.3 The impact of the federal government is limited and subtle. Of all the federal government departments, CIC is the most influential one and has drawn more criticism than applause. As a result of visa issuance difficulties, some colleges choose not to recruit students from countries where it is difficult for the student to obtain a visa, while others give applicants from those countries extra time for visa applications. Some colleges are instead trying to deliver their programs in those countries.

Research question #4: What are the interconnections among these three aspects, if there are any?

- 4.1 Lack of investment from the institutional budget has resulted in the use of strategies that have no up-front costs, such as contracting agents, project partners, and graduates in recruiting international students. Another channel is to attract students through the Internet. Emphasis has been laid on cost-recovery and

revenue generation. This policy limits the scope of recruitment strategies and resources.

- 4.2 There is no provincial impact on institutional recruitment. It is hoped that the Province will be more proactive in promoting Alberta and its educational system.
- 4.3 At the federal level, CIC is the most influential department as its policies and practices on issuing Student Authorizations affect the recruitment strategies of the colleges surveyed. Such impact tends to be unilateral, as institutions have no direct influence on the making of the CIC policies.

Conclusions

Based on the findings of this study, the following conclusions can be drawn:

1. Although internationalization is a popular topic in Alberta's public colleges, very few international education practitioners were clear about what internationalization meant to them.
2. International student recruitment is considered an indispensable part of educational internationalization.
3. The main motivation for recruiting international students seems to be revenue generation, although cultural enrichment on campus and curricula internationalization were also rated as the major rationales.
4. International student recruitment is an institutionally independent activity. Most public colleges in Alberta use cost-effective ways to recruit international students.
5. There are overwhelmingly more students in ESL programs than the regular credit programs offered in Alberta's public colleges.

6. Neither the provincial nor the federal governments are actively promoting the Canadian educational system overseas.
7. CIC was considered a “hindrance” in international student recruitment.
8. Rarely were recruitment efforts coordinated across institutions.

Recommendations

Based on the findings and conclusions of this study, the following recommendations for action and future research are presented.

Recommendations for Action

1. International education practitioners are expected to be more knowledgeable in international/global issues and have cross-cultural experience. Fluency in a language other than English should be required.
2. It is hoped that an alternative education consortium, like the CEC network, can be created to satisfy the needs of educational institutions in international education.
3. The provincial government, following its publication of *Alberta's International Education Strategy*, should start to take action to achieve the goals professed.
4. The provincial government is expected to provide “envelope” funding for the international education activities of public colleges.
5. There is a consistency in CIC policies in attracting both international students and immigrants.
6. CIC can value the contribution of international students to Canada and provide support to institutions in their international student recruitment activities.

Recommendations for Future Research

This study was limited in time and scope and could not address peripheral issues emerging from literature reviews, interviews, and the survey. Many of these findings, however, deserve attention and should become topics for future research. Areas for future research are as follows:

1. Surveys of international students in Alberta's public colleges to identify their motivations in seeking educational opportunities abroad.
2. Follow up studies of international graduates from the public colleges.
3. Comparative studies related to rationales, strategies, and public policies in public colleges in other provinces.
4. A comparative study of the three tertiary levels of educational institutions in internationalization.
5. A comparative study of publicly funded and privately owned institutions with respect to international student recruitment.
6. A survey of Canadian students and faculty, to investigate their experiences with international students and their understandings of internationalization.
7. Financial analysis of international education departments.
8. Studies of international education administrators.
9. Studies of CIC and its Student Authorization policies.
10. Studies of non-profit education consortia, such as ACIE, CEC, and their functions in educational internationalization.

Revised Conceptual Framework

In the revised conceptual framework (Figure 6.1), all the questions in the framework in Chapter Two were answered.

The rationales included cultural diversity on campus, revenue generation, and curricular internationalization.

The major strategies used in recruiting international students included: using web publications, brochures, and video; contracting agents, alumni, and project partners; attending education fairs and government trade missions overseas. Other popular strategies included delivering programs overseas or recruiting students from local school boards.

The rationale of revenue generation had direct impact on the strategies used. International student recruitment was treated as a business activity, which consequently emphasized cost effectiveness. The other two rationales were not reflected in the strategies used.

My research findings implied that public policies had direct impact on both the rationales and strategies of international student recruitment in Albertan colleges. International student recruitment was designated as a cost-recovery or revenue-generating activity. The revenue generated from international students would help achieve other goals in internationalization. The provincial government had little involvement in the international student recruitment, except that it partially supported ACIE, which was believed to be instrumental in international education. At the federal level, CIC was considered the most influential, yet was most criticized by the respondents. The policy at the institutional level made it clear that one of the rationales for hosting international

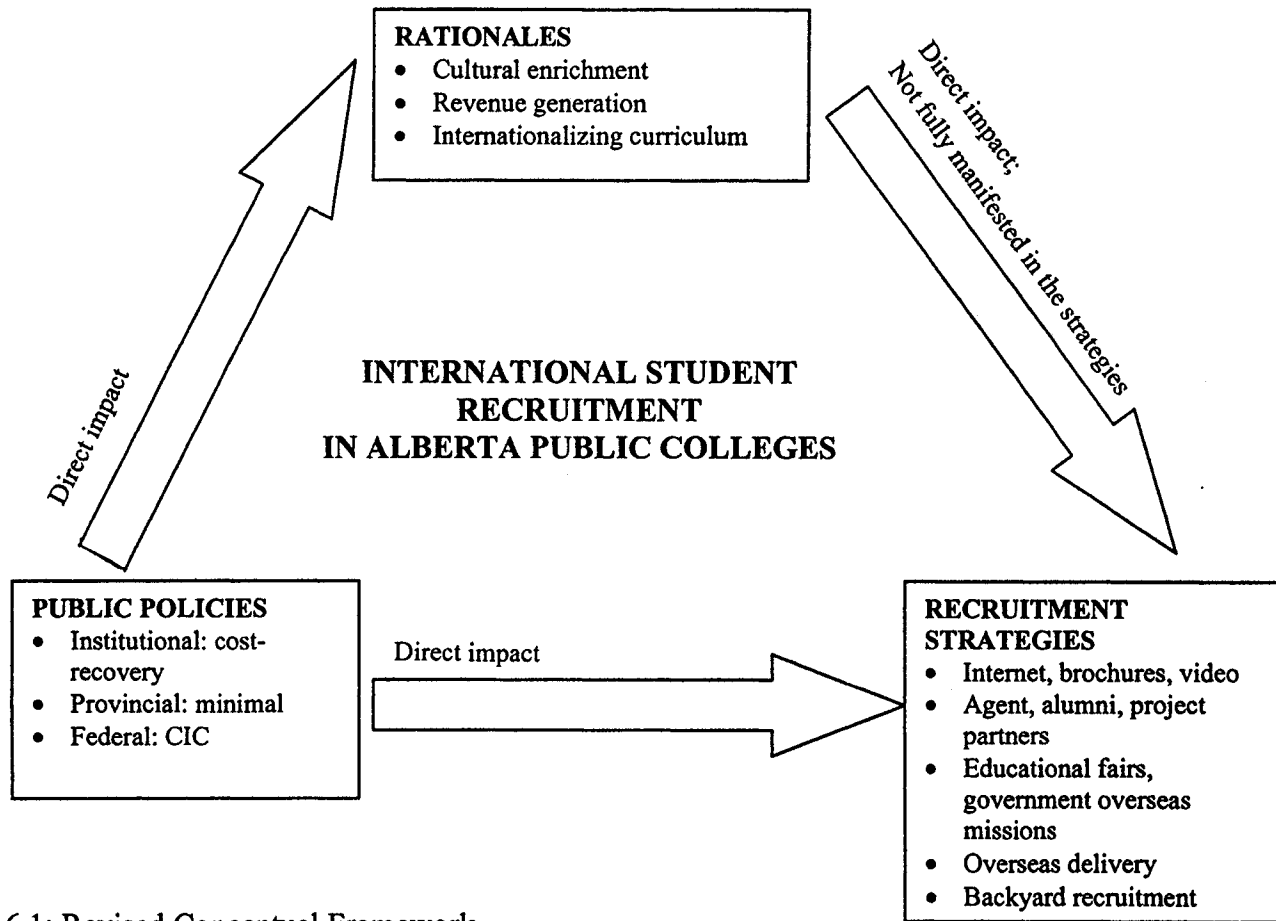


Figure 6.1: Revised Conceptual Framework

students was to generate revenue. The rationales of cultural enrichment and curricular internationalization were not reflected in the institutional policy. Institutional policy and CIC practice directly influenced the strategies used in recruiting international students.

Personal Reflections

I began this research with confusion and excitement. I was puzzled over why there was little literature available to guide this study and allow for a comparison later. This was the first research on Alberta public colleges' involvement in international student recruitment. The excitement came as I realized that I was doing pioneer work that would not only benefit researchers in the future, but also provide reference data to international education practitioners and policy makers.

I gradually gained confidence as I started to talk with my colleagues, supervisors and international education practitioners about my intention to conduct such a research project. My research idea was well received and supported by members of my doctoral committee as well as the participants in both my survey and interviews. The high response survey rate and the willingness and co-operation of the participants to share their insights reaffirmed the timeliness and necessity of this study. As my study continued, I became more certain that my research would contribute to knowledge in the field.

The study has reinforced my belief that student mobility would contribute to the reception and appreciation of different races and beliefs. Not only would it help

Canadian students be more employable, but it would contribute to peace in the world. I applaud the efforts made by international educators for Canada's future.

Canada can offer the best education in the world. If the Canadian and Albertan governments are more aggressive in promoting Canadian education, more international students will pursue their overseas study in Canada. On a related matter, I think that educational institutions should co-operate with and promote each other in their recruitment missions. The presence of international students in Canada will not only bring international perspectives to Canadian students, but also promote the multiculturalism that Canadians treasure. While stressing the economic returns on hosting international students, effort should also be made to share wealth with the less fortunate.

Although only public colleges in Alberta were covered in this research, I hope that the information and data will be found relevant and useful by other Canadian postsecondary institutions in their process of international student recruitment.

REFERENCES

- Alberta Centre for International Education. (2001). *Advisory committee on international students and immigration (ACISI) Terms of Reference*. Retrieved January 18, 2001 from World Wide Web: <http://www.acie.ab.ca/News/TRACISI.html>
- Alberta Learning. (2001). *Post-secondary reporting*. Retrieved October 25, 2001 from the World Wide Web: http://www.aecd.gov.ab.ca/systemdata/About_Enrolment.html
- Alberta Learning. (2001, July). *Alberta's international education strategy*. Edmonton, Alberta: Author.
- Alberta Centre for International Education. (1999, March 10). *Presentation to the legislative review consultations meeting*. Retrieved August 8, 2000 from the World Wide Web: <http://www.acie.ab.ca/New/PresMar10.html>
- Anderson, K. (1996). Wanted: Foreign students with money. *Alberta Report*, 33(39), 35.
- Appiah-Pade, S. K. (1999). *Study abroad and global citizenship: Sub-Saharan African students at the University of Alberta*. Unpublished doctoral dissertation. Edmonton, AB: University of Alberta.
- Arias, E. C. (1999). *Survey of international students at the University of Alberta*. Unpublished Master's theses. Edmonton, AB: University of Alberta.
- Andrews, M. B., Holdaway, E. A. & Mowat, G. L. (1997). Postsecondary education in Alberta since 1945. In Jones, G. A. (Ed.), *Higher education in Canada: Different systems, different perspectives* (pp. 59-92). New York: Garland.
- Aigner, J. S., Nelson, P. & Stimpfl, J. (1992). *Internationalizing the university: Making it work*. Nebraska, (ERIC Document Reproduction Service No. ED342 316).
- Association of Universities and Colleges of Canada. (1998a). *Internationalization: Building on our experience*. Retrieved February 7, 2000 from the World Wide Web: <http://www.aucc.ca/en/internatindex.html>
- Association of Universities and Colleges of Canada. (1998b). *Recruitment and admission of international students: What is good practice?* Retrieved August 8, 2000 from the World Wide Web: <http://www.aucc.ca/en/internatindex.html>
- Association of Universities and Colleges of Canada. (1998c). *A warm welcome? Recruitment of international students to Canadian universities: Policies, procedures and capacity*. Ottawa: author.

Association of Universities and Colleges of Canada and CEC Network. (2000). *Opening the door to international students: an international comparison of immigration policies and practices*. Ottawa: author.

Bennett, J. (1999). *College and institute admission for international students: Lessons learned from four case studies*. Ottawa: Canadian Bureau for International Education.

Bogdan, R., & Biklen, S. (1998). *Qualitative research for education* (3rd ed.). Boston, MA: Allyn and Bacon.

Bond, S. L. & Lemasson, J-P. (1999). Conclusion. In S. L. Bond & J-P. Lemasson (Eds.). *A new world of knowledge: Canadian universities and globalization* (pp. 239-264). Ottawa: International Development Research Centre.

Cameron, C. (1997). *International marketing: Education products and services. A handbook for Canadian educational institutions*. Vancouver: British Columbia Centre for International Education.

Canadian Bureau for International Education. (1989). The national report on international students in Canada 1989. *International Education Magazine*. 5(4/5).

Citizenship and Immigration Canada. (2000). *Citizenship and Immigration Canada welcomes foreign students*. Retrieved August 8, 2000 from the World Wide Web: http://www.cic.gc.ca/english/visit/fact_e.html

Cunningham, C.G. (November 1993). The integration of international students on Canadian post-secondary campuses. *CBIE Research: Canadian Bureau for International Education*. No. 1.

Department of Foreign Affairs and International Trade. (2000). *Overview of the Canadian education industry*. Retrieved February 7, 2000 from the World Wide Web: <http://www.dfait-maeci.gc.ca/culture/educationmarketing/over-e.html>

Dennis, J. D. & Gallagher, P. (1986). *Canada's community colleges: A critical analysis*. Vancouver: University of British Columbia.

Denzin, N.K., & Lincoln, Y.S. (2000). *Handbook of Qualitative Research* (2nd ed.). Thousand Oaks: Sage.

Desruisseaux, P. (1997, November 28). Canada's 2-year colleges seek a bigger role in educating overseas students. *The Chronicle of Higher Education*, P. A49.

Erfani, N. (2002). *EPP-The Erfani paradigm profiler*. Unpublished paper. Department of Educational Policy Studies, University of Alberta, Edmonton, Alberta.

Fontana, A. & Frey, J. H. (1998). Interviewing: The art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 47-78). Thousand Oaks: Sage.

Francis, A. (1993). *Facing the future: The internationalization of post-secondary institutions in British Columbia*. Vancouver: British Columbia Centre for International Education.

Fris, J. (2002). *The work worlds of academic chairs and deans*. Unpublished paper. Department of Educational Policy Studies, University of Alberta, Edmonton, Alberta.

Fryer, S. (1994). *The role of Canadian universities in international development: A comparative case study of the University of Alberta and the University of British Columbia*. Unpublished Master's thesis. Edmonton, AB: University of Alberta.

Galway, A.D. (2000). *Going global: Ontario colleges of applied arts and technology, international student recruitment and the export of education*. Unpublished doctoral dissertation. Toronto: University of Toronto.

Government of Alberta. (2000). *A framework for Alberta' international strategies*. Retrieved August 8, 2000 from the World Wide Web: <http://www.gov.ab.ca>

Gmelch, W.H., & Burns, J.S. (1994). Sources of stress for academic department chairpersons. *Journal of Educational Administration*, 32(1), 79-94.

Guba, E. G. (1981, Summer). ERIC/ECTJ Annual Review Paper: Criteria for Assessing the Trustworthiness of Naturalistic Inquiries. *Educational Communication & Technology: a Journal of Theory, Research, & Development*, 29(2), 75-91.

Guba, E. G. & Lincoln, Y. S. (1998). Competing paradigms in qualitative research. In Denzin, N. K. & Lincoln, Y. S. (Eds.). *The landscape of qualitative research: Theories and issues*. Thousand Oaks: Sage.

Henninger, E.A. (1998). Deans' role in change: The case of professional accreditation reform of American collegiate business education. *Journal of Higher Education Policy & Management*, 20(2), 203-213.

Humphries, J. (1993) (Ed.). *The national report on international students in Canada 1992/93*. Ottawa: Canadian Bureau for International Education.

Holdaway, E.A. (1986). Making research matter. *The Alberta Journal of Educational Research*. 32(3), 249-264.

Holdaway, E.A., Bryan, W.M., & Allan, W.H. (1988). International university students in Canada: Obtaining the information needed for policy making. *The Canadian Journal of Higher Education*. 18(3). 13-29.

Hughes-Wiener, G. (1987). Practical procedures for internationalizing an academic unit. *International Studies Notes of the International Studies Association*. 12 (1). 22.

Hurabielle, J. P. E. (1998). *Canada's public colleges and postsecondary technical institutions involvement in international education*. Unpublished doctoral dissertation. Edmonton, AB: University of Alberta.

Jones, G. A. (1998). The idea of a Canadian university. *Interchange*. 29 (1). 69-80.

Knight, J. (1994). Internationalization: Elements and checkpoints. *CBIE research No. 7*. Ottawa: Canadian Bureau of International Education.

Knight, J. (1995). *Internationalization at Canadian universities: The changing landscape*. Ottawa: Association of Universities and Colleges of Canada.

Knight, J. (2000). *Progress & promise: The AUCC report on internationalization at Canadian universities*. Ottawa: Association of Universities and Colleges of Canada.

Leginsky, K. B. & Andrews, M. B. (1994). International education and postsecondary education: A framework for analysis. *The Canadian Administrator*. 34 (3). 1-9.

Lemasson, J-P. (1999). Introduction: The internationalization of Canadian universities. In S. L. Bond & J-P. Lemasson (Eds.). *A new world of knowledge: Canadian universities and globalization* (pp. 1-19). Ottawa: International Development Research Centre.

Lougheed, T. & Wasilewski, A. (1993, Fall/1994, Winter). The impact of international development projects on Canadian universities. *UniWorld*. 3(1). 8-10.

McKellin, K. (1995). *Anticipating the future: Workshops and resources for internationalizing the post-secondary campus*. Vancouver: British Columbia Centre for International Education.

Michael, S. O. (1991). *Marketing higher education: Responding to a changing environment*. Unpublished doctoral dissertation. Edmonton, AB: University of Alberta.

National Tertiary Education Union. (2000). *Unhealthy places of learning: Working in Australian universities*. South Melbourne, Victoria: Author.

Newman, John Henry Cardinal. (1927). *Ideas of a university: Defined and illustrated*. Chicago: Loyola University.

Strauss, A. & Corbie, J. (1998). Grounded theory methodology: An overview. In Denzin, N. K. & Lincoln, Y. S. (Eds.). *Strategies of qualitative inquiry* (pp. 158-183). Thousand Oaks: Sage.

Schugurensky, D. and Higgins, K. (1996). From aid to trade: New trends in international education in Canada. In R. L. Raby & N. Tarrow (1996) (Eds.). *Dimensions of the community college: International, intercultural, and multicultural perspectives* (pp. 53-78). New York: Garland.

Vertesi, C. (1999). Students as agents of change. In S. L. Bond & J-P. Lemasson (Eds.). *A new world of knowledge: Canadian universities and globalization* (pp. 129-158). Ottawa: International Development Research Centre.

Warner, G. (1992). Internationalization models and the role of the university. *International Education Magazine*. 8 (1). 21.

Zelmer, A. E. & Johnson, N. A. (1988). International students in higher education: A follow-up study of university graduates. *Canadian Journal of Higher Education*. 18(3). 31-50.

Appendix A

Publicly Funded Colleges in Alberta

(Source: Alberta Learning)

1. Alberta College
10050 MacDonald Drive, Edmonton, AB T5J 2B7
Tel: 780-423-6200
<http://www.macewan.ca/abcollege>
*On July 1, 2002, Alberta College was officially integrated with Grant MacEwan College, to become the Alberta College Campus of Grant MacEwan College.
2. Alberta College of Art and Design
1407-14 Avenue NW, Calgary AB T2N 4R3
Tel: 403-284-7600
<http://www.acad.ab.ca>
3. Bow Valley College
332-6 Ave. S.E., Calgary, AB T2G 4S6
Tel: 403-297-4040
<http://www.bowvalleyc.ab.ca>
4. Fairview College
11235-99 Ave., Fairview, AB T0H 1L0
Tel: 1888-999-7882
<http://www.fairviewc.ab.ca>
5. Grande Prairie Regional College
10726-106 Ave., Grande Prairie, AB T8V 4C4
Tel: 1-888-539-GPRC
<http://www.gprc.ab.ca>
6. Grant MacEwan College
10700-104 Ave., Edmonton, AB T5J 4S2
Tel: 780-497-5040
<http://www.macewan.ca>
7. Keyano College
8115 Franklin Ave., Fort McMurray, AB T9H 2H7
Tel: 1-800-251-1408
<http://www.keyanoc.ab.ca>

8. Lakeland College
5707-47 Ave. W., Vermilion, AB T9H 1K5
Tel: 780-853-8400
<http://www.lakelandc.ab.ca>
9. Lethbridge Community College
3000 College Drive S., Lethbridge, AB T1K 1L6
Tel: 1800-572-0103
<http://www.lethbridgec.ab.ca>
10. Medicine Hat College
299 College Drive SE, Medicine Hat, AB T1A 3Y6
Tel: 403-529-3819
<http://www.mhc.ab.ca>
11. Mount Royal College
833-4 Ave. SW, Calgary, AB T2P 3T5
Tel: 403-240-5531
<http://www.mtroyal.ab.ca>
12. NorQuest College
10215-108 St., Edmonton, AB T5J 1L6
Tel: 780-427-2823
<http://www.avc.ab.ca>
13. Northern Lakes College
Bag 3000, Grouard, AB T0G 1C0
Tel: 780-751-3200, Fax: 780-751-3376
14. Olds College
4500-50 St., Olds, AB T4H 1R6
Tel: 1-800-66-OLDS
<http://www.oldscollege.ab.ca>
15. Portage College
Box 417, 9531-94 Ave., Lac La Biche, AB T0A 2C0
Tel: 780-623-5551, Fax: 780-623-5639
16. Red Deer College
P. O. Box 5005
56 Ave & 32 St., Red Deer, AB T4N 5H5
<http://www.rdc.ab.ca>

Appendix B
Letter Accompanying the Survey

Lihong Yang
214D Michener Park
Edmonton, AB T6H 4M5
Tel/Fax: 780-432-6519
E-mail: lihong@ualberta.ca

March 15, 2001

Dear Sir or Madam,

My name is Lihong Yang, and I am a doctoral student with the Department of Educational Policy Studies at the University of Alberta. The purpose of this letter is to request your cooperation by completing the attached survey for my doctoral dissertation. My supervisors are Dr. Michael Andrews and Dr. Joe Fris and they can be contacted at (780) 492-7606 and (780) 492-0219 respectively, if you have any specific questions about my research.

The purpose of the research is to identify the rationale and strategies in international student recruitment in Alberta's public colleges, and document how public policies at the institutional, provincial, and federal levels are coordinated and affect the rationale and strategies held at the colleges. It is hoped that the research findings will be of aid to administrators, practitioners, and policy makers in their international endeavor.

Data for the study will be collected in two ways. The survey which I have enclosed here will be sent to all 15 public colleges in the province in order to gather as much factual information as possible. The second data collection method involves interviews with respondents from five to seven colleges where the questionnaires indicate extensive and profound practices in international student recruitment activities, which may include an individual like yourself.

Your expertise in the international education and the experience of your college are key components of Canadian public colleges' international activities. Responding to the survey is an investment in our collective understanding of international education in Canadian colleges. The study has been approved by the University of Alberta Ethics

Committee. Respondents' consent will be indicated by answering the survey. You are free to opt out of the research at any time. Confidentiality will be ensured by not asking for respondents' names or mentioning institutions by name in the writing. As you will notice, questionnaires have been numbered serially. The number will only be used by data entry to ascertain the involvement of your college in international student recruitment, thereby permitting following up contact for interview. Serial numbers will not be used for any other purpose.

Once the survey is fully completed, the final results will be available upon request to colleges that have kindly responded to the survey. The post-research feedback will take the form of an executive summary, appropriately supported by graphical representations of data. To receive a copy of this executive summary, kindly send a request to the e-mail address listed above.

The pilot study indicated that the survey will take no more than 30 minutes. Thank you in advance for your time and effort in answering the survey. Please return the survey by March 30, in the addressed, stamped envelope included with the survey. If you have any questions, please don't hesitate to contact me.

Sincerely,

Lihong Yang

Appendix C

**Survey of International Student Recruitment
in Public Colleges in Alberta**

ABOUT YOUR COLLEGE

1. The college was established in 19____.
2. The population in the city/town that your college is situated in is about _____
 - less than 10,000
 - 10,000 to 50,000
 - 50,000 to 100,000
 - 100,000 to 500,000
 - over 500,000
3. Programs offered in your college include:
 - ESL
 - University transfer
 - Diploma
 - Certificate
 - Apprenticeship
 - Adult upgrading

ABOUT INTERNATIONAL EDUCATION

4. Does your college have an independent department in charge of international education?
Yes _____ (please continue) No _____ (please continue with question 12)
5. The department is titled _____
6. It was established in _____.

7. The purpose of establishing the international education department is to coordinate existing international projects

- Develop presence in the international education arena
- Generate revenue
- Increase exposure of faculty, staff, and students to other cultures
- Others _____

8. What are the functions of the department?

- Coordination of development and training programs funded by CIDA, etc.
- Recruitment of international students
- Internationalize the curriculum
- Compete with other colleges in international involvement
- Others _____

9. How is the department funded?

- Funded fully by the college administration
- Self cost-recovery
- Grant-funded
- Others _____

10. How many full-time staff does the department have?

11. What are the major considerations when hiring staff?

- Overseas experience
- Foreign language proficiency
- Academic ability
- Others _____

12. If the college does not have an international education office, who/which department is responsible for international work?

13. To whom does the person responsible for international education report?

ABOUT INTERNATIONAL STUDENTS

International students refer to those who are not Canadian citizens nor permanent residents, and who hold Student Authorizations and are enrolled in a full-time program.

14. How many international students had been enrolled at the college in the previous academic year? (1999-2000)

15. Programs offered to international students are:

- The same as the local students
- Tailored programs
- Both

16. The international student recruitment at your college is taken care of by:

- The international office
- Different departments in the college undertake their own initiatives to recruit international students and undertake all the administration and organization of the recruitment activities.
- Department undertakes its own initiatives and central international office undertakes all the administration and organization of the recruitment process.
- Others _____

17. How would you describe the trend in international student recruitment at your college in the past ten years?

- Rapid increase in the number of international students
- Slow increase
- Decrease
- No change

18. What do you see as the future trend in international student recruitment at your college in your college?

- Rapid increase in the number of international students

- Slow increase
- Decrease
- No change

19. On a scale of 1-5, with 5 being the most important and 1 being the least important, please indicate the objectives of having international students on campus.

	Unimportant (1)	Somewhat important (2)	Moderately important (3)	Important (4)	Very important (5)
Generating revenue	1	2	3	4	5
Bringing other cultures to campus	1	2	3	4	5
Fostering international trade	1	2	3	4	5
Responding to the needs of international students for higher education opportunities	1	2	3	4	5
Creating exchange opportunities for faculty and students	1	2	3	4	5
Working towards world peace	1	2	3	4	5

Others:

20. What strategies does your college use to recruit international students? On a scale of 1-5, with 5 being the most important and 1 being the least important, please indicate the level of importance.

Strategy In Use	Unimportant (1)	Somewhat important (2)	Moderately important (3)	Important (4)	Very important (5)
Web-publication	1	2	3	4	5
Brochures	1	2	3	4	5
Education fairs	1	2	3	4	5
Federal and provincial trade missions to foreign countries	1	2	3	4	5
Canadian embassies/consulates	1	2	3	4	5
CEC network	1	2	3	4	5
Agents	1	2	3	4	5
Alumni	1	2	3	4	5

Others:

Please check the box if your college is not recruiting international students.

21. On a scale of 1-5, with 5 being the most committed and 1 being the least committed, please indicate the commitment to international student recruitment of:

	Not committed (1)	Somewhat committed (2)	Moderately committed (3)	Committed (4)	Very committed (5)
College president	1	2	3	4	5
Board of the college	1	2	3	4	5
College administration including deans and department chairpersons	1	2	3	4	5
College faculty	1	2	3	4	5
Students at the college	1	2	3	4	5
Community/business support	1	2	3	4	5

Please check the box if none of the above is committed.

22. Does your college provide financial support to international students?

Yes _____ No _____

If yes, please provide details.

23. Does your college set a quota of international students?

Yes _____ No _____

If yes, please provide details.

24. Which provincial departments are involved in the international student recruitment at your college? And how?

25. Which federal departments are involved in the international student recruitment at your college? And how?

26. How does the present immigration policy affect international student recruitment in general at your college?

Thank you very much for completing the survey. If you would like to be contacted for interview at a later time, please provide your contact information below.

Name: _____

Tel: _____

Fax: _____

E-mail: _____

Mailing address:

Appendix D

Letter Requesting an Interview

Lihong Yang
214D Michener Park
Edmonton, AB T6H 4M5
Tel/Fax: 780-432-6519
E-mail: lihong@ualberta.ca

April 25, 2001

Dear Sir or Madam:

Thank you very much for completing the survey I sent you earlier. The extensive involvement of your college in international education, and particularly in international student recruitment, is very impressive and I am wondering if I could interview you for further information in the context of my doctoral research in international student recruitment. My supervisors are Dr. Michael Andrews and Dr. Joe Fris and they can be contacted at (780) 492-7606 and (780) 492-0219 respectively, if you have any specific questions about my research.

Giving the exposure to international education and the international student recruitment and the experience you have accumulated during your term of service, your participation in the interview is an indispensable step to the successful completion of my research. I will take all the necessary steps to make your participation in this phase of my research as convenient to you as possible.

The interview, not to exceed two hours in length, will consist of an open-ended semi-structured interview. The interview will take place at a place of your choice, and at a time convenient for you. The interview will be tape-recorded and the tapes will be transcribed at a later time. Neither the organization you are affiliated with nor yourself will be identified in the study. Please find the attached major interview questions for your reference.

I will call you within two weeks of mailing this letter to further discuss my research and your participation in it. Should you have any questions or comments, please call me at the numbers listed above, or via e-mail. I am looking forward to benefiting from your valuable cooperation in this matter.

Sincerely,

Lihong Yang

Appendix E

Consent Form

Lihong Yang
214D Michener Park
Edmonton, AB T6H 4M5
Tel/Fax: 780-432-6519
E-mail: lihong@ualberta.ca

April 25, 2001

Dear Sir or Madam:

Thank you for agreeing to participate in the interview regarding international student recruitment in Alberta's public colleges. The data collected during this interview will be incorporated into my doctoral dissertation. Please note that you are free to terminate the interview at any point. The interview will be recorded and the tape will be transcribed at a later time. Neither yourself nor the organization you are affiliated with will be identified in the study. I will provide you with a transcript of the interview for verification purposes.

Please sign below for consent for the use of information collected in this interview.

Signature: _____

Date: _____

Appendix F
Interview Questions

1. How would you define internationalization?
2. How did your college get involved in international student recruitment activities and what do you think will be the trend in the next ten years?
3. What does the college expect to achieve by recruiting international students?
4. What strategies are generally used in recruiting international students?
5. How do the international student recruitment strategies in your college reflect the rationales?
6. What do you think are the roles of the provincial and federal governments, such as Alberta Learning, DFAIT, Immigration and Citizenship Canada (CIC), in international student recruitment?
7. How do you think the present public policies at the federal, provincial, and institutional levels affect international student recruitment of your college?