

**AN EXAMINATION OF EIGHT MASTER OF EDUCATION PROGRAMS AT
CANADIAN UNIVERSITIES: ARTICULATION AND IMPLEMENTATION OF
INTERNATIONALIZATION**

BY

Han Xu

A thesis submitted to the Faculty of Education

In conformity with the requirements for
the degree of Doctor of Philosophy

Queen's University

Kingston, Ontario, Canada

(March 2025)

Copyright ©Han Xu, 2025

Abstract

Higher education institutions (HEIs) have been diversifying curriculum, bringing in world-renowned scholars and recruiting international students for the past few decades. This phenomenon is called internationalization, which is defined as a process that integrates “international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” on different levels (Knight, 2003, p. 2). Towards bolstering the internationalization process in Canadian higher education, this study explored the articulation and implementation of internationalization at eight Master of Education (MEd) programs that cater to the needs of international students.

The overarching research question posed in this study is: How is internationalization articulated in strategic plans and implemented in the eight MEd programs that have a large number of international students? Specifically, there are three sub research questions: How do seven Canadian institutions formally articulate and rationalize their internationalization in strategic documents? What are the perspectives of administrators, staff, and instructors regarding the rationales of internationalization in the MEd programs? What are the perspectives of instructors and students regarding students’ growth in the MEd programs?

The study was framed within a pragmatic worldview and guided by an abridged version of rationales driving internationalization proposed by Knight (2021). A multiple case study design was adopted, involving document analysis on internationalization strategic plans and surveys targeting administrators and staff members, instructors, and students (Stake, 2006).

The findings confirmed the applicability of Knight’s (2021) rationales in analyzing the internationalization strategies of HEIs. Particularly for the seven HEIs included in this multiple case study, academic and social rationales were highlighted in internationalization plans;

however, this articulation risked appearing rhetorical in some cases. Additionally, while university enrolment, budget data, and survey data indicated a strong focus on international student tuition as a revenue source, hence economic rationale, there lacked explicit recognition of such rationale in strategic documents. This recognition triggered concerns regarding the alignment of stated values and practices, and issues arise from this misalignment. Lastly, participants offered insights into rationalization of internationalization on individual levels, though not necessarily aligning with institution level rationales, which suggests for a more nuanced understanding of the dynamics among different rationales.

Acknowledgements

Special gratitude extends to my supervisor, Dr. Saad Chahine, and committee members, Dr. Michelle Searle, Dr. Lilach Marom, and Dr. Liying Cheng, for their feedback and support.

I am fortunate to have met Dr. Tess Miller, who mentored me throughout my master's and doctoral years, and shaped my life trajectory.

I also thank myself for being resilient and daring. I would not have imagined all these when I was still doing my undergraduate, reading aloud William Blake's *The Tyger*. It was not part of the curriculum, but I really enjoyed it. I guess that says something about me.

Table of Contents

Abstract	iv
Acknowledgements.....	iv
Table of Contents	iv
List of Tables	x
List of Figures	xi
List of Acronyms	xii
Definition of Terms.....	xiii
Chapter 1 Introduction	1
Canadian Higher Education Internationalization	6
HEI Realities	9
Statement of the Problem	12
Research Questions	13
Personal Statement	14
Organization of the Study	16
Chapter 2 Literature Review	19
Conceptualizing Internationalization	20
<i>Rationales Driving Internationalization</i>	24
<i>Conceptual Framework</i>	28
HEI Internationalization Strategies	30
<i>Typology and General Landscape</i>	31
<i>College Context</i>	35
<i>Student Perspectives</i>	37

<i>Faculty and Administrator Perspectives</i>	39
MEd Programs.....	43
<i>Canadian Literature on MEd Programs for International Students</i>	44
<i>Other Relevant Literature</i>	52
Chapter Summary.....	56
Chapter 3 Methodology	58
Research Questions	58
Research Paradigm.....	59
Case Study.....	60
Mixed-Methods Research	60
Mixed-methods Multiple Case Study Design	61
<i>Selection of Cases</i>	63
<i>Source of Documents and Selection Criteria</i>	64
<i>Survey Participants Recruitment</i>	67
<i>Survey Design</i>	68
<i>Data Analysis</i>	70
Limitations and Ethical Considerations	74
Chapter Summary.....	76
Chapter 4 Case Profiles.....	77
University of Prince Edward Island	80
<i>Enrolment and Finance</i>	80
<i>Strategic Plan Analysis</i>	83
<i>Program Profile</i>	85

<i>Summary</i>	87
University of Windsor.....	89
<i>Enrolment and Finance</i>	89
<i>Strategic Plan Analysis</i>	92
<i>Program Profile</i>	94
<i>Summary</i>	97
Brock University.....	98
<i>Enrolment and Finance</i>	98
<i>Strategic Plan Analysis</i>	103
<i>Program Profile</i>	105
<i>Summary</i>	108
Thompson River’s University.....	110
<i>Enrolment and Finance</i>	110
<i>Strategic Plan Analysis</i>	112
<i>Program Profile</i>	113
<i>Summary</i>	116
Simon Fraser University.....	117
<i>Enrolment and Finance</i>	117
<i>Strategic Plan Analysis</i>	120
<i>Program Profile</i>	123
<i>Summary</i>	125
University of Victoria.....	127
<i>Enrolment and Finance</i>	127

<i>Strategic Plan Analysis</i>	131
<i>Program Profile</i>	133
<i>Summary</i>	135
Vancouver Island University.....	138
<i>Enrolment and Finance</i>	138
<i>Strategic Plan Analysis</i>	142
<i>Program Profile</i>	144
<i>Summary</i>	147
Chapter Summary.....	149
Chapter 5 Cross-Case Analysis.....	151
Survey Participants.....	152
<i>Admin and Staff Participants</i>	152
<i>Instructor Participants</i>	153
<i>Student Participants</i>	153
Research Question One: Internationalization Rationales in Strategic Documents.....	156
<i>Strategic Priorities</i>	157
<i>Rationales Driving Internationalization</i>	158
Research Question Two: Admins, Staff, and Instructor Perspectives on Internationalization Rationales.....	162
<i>Descriptive Statistics</i>	163
<i>Open-Ended Items</i>	164
Research Question Three: Instructor and Student Perspectives on Student Growth.....	166
<i>Descriptive Statistics</i>	167

<i>Inferential Statistics</i>	169
<i>Open-Ended Items</i>	172
Overarching Research Question: Articulation and Implementation of Internationalization...	177
Chapter Summary.....	178
Chapter 6 Discussion, Recommendations, and Conclusion.....	180
Using Knight’s Rationales Driving Internationalization.....	181
<i>Flexible Adaptation</i>	181
<i>Nuanced Understanding</i>	183
<i>Social and Academic Rationales</i>	185
<i>Economic Rationale</i>	186
Program Features.....	193
<i>Course-Based Master’s Program</i>	194
<i>Lack of Changes</i>	195
<i>Program-Student Symbiosis</i>	196
<i>Preparation Courses and Education Agents</i>	198
Moving Forward.....	199
<i>Aligning Rationales with Actions and Outcomes</i>	200
<i>Including Multiple Perspectives in Strategic Planning</i>	202
<i>Impact of IRCC Policy on Internationalization</i>	207
Dissertation Summary	209
References.....	212
Appendix A Administrator & Staff Survey	241
Appendix B Instructor Survey	246

Appendix C Student Survey.....	251
Appendix D Administrators, Staff, and Instructor Demographics	257
Appendix E Selected Pseudonyms and Roles.....	258
Appendix F Top Three Strategic Priorities.....	259
Appendix G Descriptives of Scale Items (Administrators and Staff Members).....	260
Appendix H Descriptives of Scale Items (Instructors and Students).....	261
Appendix I Original Three Factor Rotated Factor Matrix	262
Appendix J Ethics Clearance	263

List of Tables

Table 1 <i>Definitions and Conceptualization of Internationalization in Higher Education</i>	21
Table 2 <i>Rationales Driving Internationalization</i>	25
Table 3 <i>Case Overview</i>	63
Table 4 <i>Source of Documents</i>	65
Table 5 <i>Keywords Groups and Examples</i>	71
Table 6 <i>International Enrolment and Tuition/Fee Contribution 2023/24</i>	78
Table 7 <i>UPEI Keywords</i>	83
Table 8 <i>Brock Faculty of Education Tuition Revenue</i>	101
Table 9 <i>VIU Faculty of Education Tuition Revenue</i>	141
Table 10 <i>Student Participant Characteristics</i>	154
Table 11 <i>Summary of Open-ended Responses</i>	155
Table 12 <i>Percentages of Codes and Coded Words</i>	159
Table 13 <i>Sample Themes, Codes, and Quotes</i>	161
Table 14 <i>Descriptives of Scale Items: Instructor and Student Surveys</i>	168
Table 15 <i>Factor Loadings for Subscale Items</i>	171

List of Figures

Figure 1 <i>Conceptual Framework</i>	29
Figure 2 <i>Visual Representation of Research Design</i>	62
Figure 3 <i>Overview of Case Profile Section Structure</i>	79
Figure 4 <i>UPEI Enrolment Trends</i>	81
Figure 5 <i>UPEI Tuition and Fees Source</i>	82
Figure 6 <i>Windsor Enrolment Trends</i>	90
Figure 7 <i>Windsor Tuition and Fees Source</i>	91
Figure 8 <i>Brock Enrolment Trends</i>	99
Figure 9 <i>Brock Tuition and Fees Source</i>	100
Figure 10 <i>TRU Enrolment Trends</i>	110
Figure 11 <i>TRU Tuition Source</i>	111
Figure 12 <i>SFU Enrolment Trends</i>	118
Figure 13 <i>SFU Tuition Source</i>	119
Figure 14 <i>UVic Enrolment Trends</i>	128
Figure 15 <i>UVic Tuition and Fees Source</i>	130
Figure 16 <i>VIU Enrolment Trends (FTE)</i>	139
Figure 17 <i>VIU Tuition and Fees Source</i>	140
Figure 18 <i>Box Plots for Three New Variables</i>	169

List of Acronyms

AAU – Association of Atlantic Universities

Brock – Brock University

CAUBO – Canadian Association of University Business Officers

CBIE – Canadian Bureau of International Education

DD – Distinct Document

EAP – English for Academic Purpose

FIC – Fraser International College

FIUC – Financial information of universities and colleges

HEI – Higher education institute

IAU – International Association of Universities

ICEAP – International Centre for English for Academic Preparation

I-House – International House

IRCC – Immigration, Refugees and Citizenship Canada

PGWP – Post graduate work permit

SFU – Simon Fraser University

TRU – Thompson Rivers University

UBC – University of British Columbia

UP - Unit Plan

UPEI – University of Prince Edward Island

UVic – University of Victoria

VIU – Vancouver Island University

Windsor – University of Windsor

Definition of Terms

Academic capitalism: A term used to describe the transformation of higher education institutions into business-like entities to secure external funding (Slaughter & Cantwell, 2012; Slaughter & Leslie, 1997).

Cost-recovery program: “[R]eflects the official discourse employed in the institution ... to designate a program whose cost is entirely covered by the tuition fees students pay to participate” (Ilieva, 2010, p. 366).

Education agents: Also known as education middleman, admission advisors/counsellors/consultants, or third-party recruiters; they work as individuals or with an organization to help students with their study abroad process ranging from college and visa application to after-enrolment services such as airport pickup (Roy, 2017; Xu & Miller, 2021).

International cohort: “Refers to international students who join a program as a group. They follow the same curriculum path for their study program” (Zhou et al., 2021, p. 101).

International students: In the Canadian context, “[i]nternational students are defined as non-Canadian students who do not have "permanent resident" status and have had to obtain the authorization of the Canadian government to enter Canada with the intention of pursuing an education” (Statistics Canada, 2010).

Internationalization: “Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2).

Internationalization rationales: “[A]re the driving force for why an institution, country, region (or any other actor) want to address and invest in internationalization” (Knight, 2021, p. 75).

Knowledge economy: The “production and services based on knowledge-intensive activities that contribute to an accelerated pace of technical and scientific advance, as well as rapid obsolescence” (Powell & Snellman, 2004, p. 199).

Neoliberalism: Highlights market-driven approaches over state intervention. It promotes that individual entrepreneurial freedom and skills should be liberated so that human well-being could be advanced within an institutional framework that is being maintained by the state (Harvey, 2005).

Pathway program: Refers to the programs with a focus of language or academics that are for students to improve their competence until they meet the institutional direct entry requirements (Brewer & Zhao, 2010; Elturki, et al., 2019).

Chapter 1 Introduction

Globally, Canada ranks among the top destinations for international students (Institute of International Education, 2020; Knight & de Wit, 2018). An explicit indicator is the number of international students (i.e., study permit holders), which has rapidly grown from 122,620 in 2000 to 1,040,985 in 2023 (Immigration, Refugees and Citizenship Canada [IRCC], 2023). The same dataset also shows that while Ontario (ON) and British Columbia (BC) collectively host over 70% of all international students in Canada, other provinces also demonstrated substantial growth in attracting and hosting more international students, such as Prince Edward Island (PEI), which absorbed over 2000% more international students over the past two decades.

The need for higher education institutions (HEIs) to internationalize is driven by different rationales, ideologies, and different discourses, which loosely orbit around academic, social, economic, and political dimensions on various levels including individual, institutional, regional, national levels or more abstractly, micro-, macro-, and meso- levels (Buckner et al., 2020; Knight, 2004, 2021; Seeber et al., 2016; Stier, 2004). According to Knight's (2021) framework, the academic rationale emphasizes knowledge production, research quality, and academic standards. Economically, it focuses on income generation and labor market. Socially, it seeks to promote intercultural understanding and community development. Politically, it aims at nation-building and forming international alliances. Layers have been added to address the specific goals of individuals, institutions, nations, and regions, reflecting the diverse stakeholders involved in the process. For this research, Knight's (2021) academic, economic, and social rationales were examined at both the individual level (e.g., student and staff development, career enhancement, worldview development) and institutional level (e.g., internationalizing curriculum, branding, income generation).

Of all the rationales, the economic rationale, particularly spotlighting international student recruitment, has stirred up much controversy among scholars (Bégin-Caouette et al., 2023; Brunner, 2022; Buckner et al., 2023; James, 2018; Lomer, 2017; Stein & Andreotti, 2016). For example, many scholars criticized the gap between high international tuition fees and inadequate support services, along with ethical concerns around the use of education agents¹, urging professionals to address the ethical tensions driven by the dominant economic rationale in internationalization (Hulme et al., 2014; Lomer & Yang, 2022; Marom, 2022; Roy et al., 2016; Waters & Brooks, 2010). In the Canadian context, Buckner et al. (2023) criticized the way Canadian HEIs portrayed Asian international students being the focus of international recruitment and profitability, while Brunner (2022) directed attention to education-migration through a social justice lens, calling for a reimagination of international student mobility beyond the economic rationale. More recently, the heightened focus on the economic rationale within the Canadian higher education sector prompted a series of IRCC actions, such as developing a Trusted Institutions Framework, capping the number of international students, and directing international students to master's and doctoral programs to “protect a system that has become so lucrative that it has opened a path for its abuse” (Miller, 2024, as cited in Government of Canada, 2024a).

Despite criticism, economic benefits remain a strong motivation for HEIs to advance internationalization in their specific contexts (Anderson, 2015; Global Affairs Canada, 2019; McCartney, 2021; Ross et al., 2013). Canadian HEIs are de facto relying on international student tuition fees to compensate for reduced public funding, a practice initiated in the 1980s when

¹ Also known as education middleman, admission advisors/counsellors/consultants, or third-party recruiters. They work as individuals or with an organization to help students with their study abroad process ranging from college and visa application to after-enrolment services such as airport pick up (Roy, 2017; Xu & Miller, 2021)

differential fee was introduced, accelerated in 1990s by public funding cutbacks, and eventually sent into full speed by federal level immigration policies in the 2000s (Brunner, 2017; McCartney, 2021). In recent years, some HEIs are going above and beyond by balancing their budget through international student tuition fees. For example, Conestoga College has been under the spotlight in the context of IRCC's new policy regarding international student enrolment. With its domestic enrollment remaining relatively stable, the number of international students has increased from 1,038 in 2015/16 to 30,395 in 2023 while its financial surplus surged from 2.5 million to over 106 million during the same period (Keung, 2024; Ontario Ministry of Colleges and Universities, 2023; The Conestoga College Institute of Technology and Advanced Learning, 2016, 2023). This example speak to the decades-long entrenchment of economic rationale within the internationalization process of Canadian higher education. As such, shifting entirely away from this economic rationale appears unlikely. Rather, driving it forward cautiously on multiple fronts may be more realistic within the current institutional and policy landscape.

Meanwhile, IRCC's action of singling out certain actors, such as Conestoga College, within the broader trend of commercializing the internationalization of higher education (Government of Canada, 2024b; Wiens, 2024) highlights the uncoordinated and sometimes contradicting rationales for internationalization among different stakeholders (Viczkó & Tascón, 2016). This tension is no surprise given the multi-level government structure of immigration and education in Canada (Sharma, 2020). It occurs despite calls to unify these stakeholders, as envisioned in Canada's International Education Strategy (2019–2024), published by Global Affairs Canada (2019) and endorsed by three ministers (International Trade Diversification; Employment, Workforce Development and Labour; Immigration, Refugees and Citizenship).

The Canadian government plays a key role in reinforcing the economic rationale for HEIs by reducing public funding, introducing differential tuition fees for international students, and freezing domestic tuition, forcing HEIs to seek external revenue—primarily from international student tuition (McCartney, 2021). Additionally, the government strengthens HEIs' role in education export and skilled labor import within the broader knowledge economy, framing studying in Canada as a pathway to permanent residency (Brunner, 2017; Garson, 2016, 2023; Government of Canada, n.d.; Global Affairs Canada, 2019; Trilokekar & Kizilbash, 2013). The current tension between IRCC and some Canadian HEIs, as illustrated in Colleges Ontario's statement to the policy changes (Colleges Ontario, 2024), reveals the complex and sometimes contradictory rationales driving internationalization on institutional and national levels.

In addition to navigating a complex policy environment, Canadian HEIs must also invest time and effort into predicting and managing external events, or face market failure (James, 2022; Slaughter & Cantwell, 2012). The COVID-19 pandemic unanimously affected the number of international students to all destination countries, whereas political fallout between nations has been proven to affect international student mobility between specific countries, as seen in the drop in the number of international students from Saudi Arabia, China, and India to Canada due to the 2018 Canada-Saudi Arabia dispute (Dangerfield, 2018; Juneau, 2019), the ongoing Canada-China confrontation (Angus Reid Institute, 2020; Brewster, 2022), and the recent Canada-India tension (Tasker, 2024). Stern deterrence policies towards international students by the first Trump administration has caused more international students to choose Canada as their destination (Yerger & Choudhary, 2019). Conversely, the reintroduction of work visa for international graduates in UK likely contributes to in the recent enrolment increase (Cuibus & Walsh, 2024).

Given the increasingly intricate context of internationalization and the challenges it presents, HEIs need internationalization strategies to demonstrate commitment and guide their efforts (Helms & Brajkovic, 2017; Soler et al., 2022). The American Council on Education (ACE) highlights institutional commitment, in the form of strategic plans, as a crucial element in its internationalization model, with 43% of American institutions referencing internationalization in their mission statements by 2021 (ACE, n.d.). Childress (2009) laid groundwork on the design and monitoring of internationalization plans, while Buckner et al. (2020) examined the internationalization priorities of Canada HEIs. Researchers have also explored the role of university committees in developing strategies, emphasizing the importance of collaboration among leaders, faculty, and staff (Hunter, 2018; Perez-Encinas, 2018).

These strategic plans are crucial for defining goals, explaining rationales, legitimizing efforts, and encouraging stakeholder involvement, making them essential guiding documents in this evolving landscape (Childress, 2009). For HEIs, internationalization plans help mediate activities, coordinate administrative efforts, and allocate resources (James & Derrick, 2019). For researchers, these documents reveal institutional focus and shed light on the underlying rationales (Barone & Unangst, 2023; Buckner et al., 2020). The challenge, then, lies in maintaining a balanced account of different rationales and implementing strategies accordingly.

Within the body of literature on internationalization rationales, conceptualization papers tend to discuss various rationales, often with other components of internationalization such as definition, values, strategies, activities, etc. (de Wit & Altbach, 2021; Gao et al., 2015; Hudzik, 2014; Hunter et al., 2022; Knight, 2017, 2021), while empirical studies focus on broader perspectives extracted from large datasets or national/regional contexts (Buckner, 2019; Buckner et al., 2020; Garson, 2023; Maringe et al., 2013; Seeber et al., 2016). However, using the

International House at University of British Columbia (UBC) as an example, despite the support from multiple stakeholder groups including community partners, student clubs, and UBC administration, “only once it was built did their vastly different visions for the I-House come into full view” (McCartney et al., 2024, p. 23). Understanding how internationalization manifests at the program level is crucial for mapping out the true rationales behind the efforts and evaluating its real impact on individuals and institutions. This gap suggests the need for a granular examination of how internationalization strategies are operationalized in programs, and how these efforts align with broader institutional goals.

This research aims to examine the different rationales articulated in strategic documents of seven Canadian universities as well as the specific implementation of those rationales in one program that they host: the Master of Education (MEd) program that caters to the needs of international students. Employing a mixed methods multiple case design (Stake, 2006) and guided by Knight’s (2021) rationales driving internationalization, this research presents data on how the seven universities frame their rationales behind internationalization efforts in strategic documents. It also explores how administrators, staff, and instructors perceive the importance of the different rationales, and how instructors and students perceive students’ growth throughout the MEd programs.

Canadian Higher Education Internationalization

Prior to the dominant economic rationale in higher education internationalization in Canada, the country upheld an *education for aid*² policy as in the case of many other developed countries (de Wit, 2011; de Wit & Altbach 2021; Trilokekar & Kizilbash, 2013). With roots back

² Funding international students from developing countries was considered as part of "Canada's soft power foreign policy" which supported "a just and equitable world order" (Trilokekar & Kizilbash, 2013, p. 2).

in Medieval times, the importance of international education was brought forth after the two world wars for peace promotion. Subsequently, the purpose for academic and research excellence emerged out of the cold war context (de Wit & Altbach, 2021). Universities were given millions of tax dollars and a role to play in national defense and economic power (Kerr, 1991; Scott, 1998). In 1950, Canada signed the *Colombo Plan* to promote the development of Asia and encourage Asian students to travel to developed countries through aid programs (de wit, 2011). Other similar plans and projects were also implemented to accelerate such exchanges, which altogether makes “overseas development assistance” a fundamental characteristic of Canadian internationalization during that period (Trilokekar & Kizilbash, 2013, p. 2).

However, by the mid-1980s, the previous *education for aid* policy was abandoned in major developed countries. Australia and the United Kingdom shifted their focus to *education for trade* and secured billions of dollars through international student tuition and education export (de Wit & Adams, 2010; Luke, 2010). The United States reduced funding for international scholarship programs and significantly increased tuition for international students while prioritizing international competitiveness, leading to a rise in inbound international students and substantial revenue for states with large international student populations (Hegarty, 2014; Holzner & Greenwood, 1995; Hser, 2005; Institute of International Education, n.d.).

Canada also turned attention to the economic incentive of recruiting international students (Trilokekar & Kizilbash, 2013). Although received initial resistance, the differential international tuition was implemented in most provinces by 1986 (Trilokekar & Kizilbash, 2013). Credit should be given to Canadian Bureau of International Education (CBIE), who framed the differential fee policy as a tool to serve Canada’s self-interest by claiming that the majority of international students were from privileged class in their home countries rather than

the ones that needed the education aid provided by Canadian HEIs (McCartney, 2021). The funding cuts in the 1990s further pushed HEIs to develop active recruitment strategies for international students (Fisher & Rubenson, 2014; McCartney, 2021). Entering the 2000s, both the Post-Graduate Work Permits (PGWP) on federal level and the Provincial Nomination Program targeting international graduates in different provinces essentially directed prospective immigrants to Canadian HEIs to take advantage of the favorable policies for international students, further expanding the pool of international students wanting Canadian higher education (Brunner, 2017). This government policy combination aimed at transforming public higher education into self-sustaining entities has proven effective. Despite ongoing funding cuts, Canadian HEIs remained financially viable through tuition fees: between 2010 and 2021, data from the Canadian Association of University Business Officers (CAUBO, 2024) shows that HEI revenue and budgets grew by approximately 35%, while public funding increased by only 18%. This disparity likely explains the 104% growth in tuition and fees revenue, now a critical pillar of HEIs' financial sustainability.

Consequently, the number of study permit holders in Canada went through an exponential growth from 122,660 in December 2000 to 1,040,985 in December 2023 (IRCC, 2023). International students also contributed billions as well as tens of thousands of jobs for Canadian economy (Global Affairs Canada, 2019). The economic focus of Canadian HEI internationalization policies has been frequently noted and criticized in existing literature (Bégin-Caouette et al., 2023; Brunner, 2022; Buckner et al., 2023; El Masri, 2020; Johnson et al., 2018; Sharma, 2020). On the other hand, while economic motivations dominate the higher education internationalization narrative, it is crucial to recognize that Canadian HEIs face diverse realities based on their location, size, resources, and student demographics.

HEI Realities

While knowledge is universally mobile, HEIs are embedded in local communities and national contexts (Marginson, 2011). Institutions could take advantage of favorable study visa and immigration policy to attract more international students as in the case of Canada, where off-campus work permits and PGWPs are subtly hinted as the unique perks of studying in Canadian HEIs (Brunner, 2021, 2022; Chira, 2013). In comparison, the United States lost a considerable number of international students to other popular destinations during the first Trump administration due to the unwelcoming environment and stringent immigration policy (Laws & Ammigan, 2020), and more uncertainties are expected during Trump's second term (Cantwell, 2024). Within Canada, international students in Atlantic provinces enjoy free provincial healthcare, which potentially affects students' decision-making process (Prince Edward Island, n.d.; Studypei, n.d.; UHIP, n.d.).

HEIs also developed different initiatives to ensure sustained international student enrolment and meet targets for revenue generation. For example, Fraser International College (FIC) was established in 2006 as a joint effort between Simon Fraser University (SFU) and Navitas Limited, a for-profit education company based in Australia (Navitas Canada, n.d.). FIC attracts international students with preparatory courses that lead to guaranteed spots at SFU, and in return provides 30% of its gross revenue and a steady supply of future international students to SFU (Brophy & Tucker-Abramson, 2012). Similar agreements exist between universities and their arm's length pathway colleges, such as University of Manitoba and International College of Manitoba, Toronto Metropolitan University and Toronto Metropolitan International College, and Wilfrid Laurier University and Wilfrid Laurier International College (Legusov et al., 2023). A pathway college could also establish partnerships with multiple institutions, as in the case of the

International Centre for English for Academic Preparation (ICEAP), a for-profit language school who has official partnership with 18 HEIs across ON, Atlantic Canada, and BC (ICEAP, 2024).

Using education agents is another common recruitment strategy adopted by Canadian HEIs (Coffey & Perry, 2013). Education agents play an important role in diversifying students pool and offering more tailored services to applicants (Altbach & Reisberg, 2013; Bista, 2017; Brabner & Galbraith, 2013; Coffey & Perry, 2013; Robinson-Pant & Magyar, 2018). Effective use of agents contributes to HEIs tuition revenue: Cape Breton University (CBU) spent 1.1 million in agent partnership in 2017/18, translating into 285% growth in the number of international students from 892 in Oct. 2017 to 3,436 in Oct. 2019, and 146% growth in tuition revenue from 28 million in March 2018 to 69 million in March 2020 (Association of Atlantic Universities (AAU), 2018, 2019; CBU, 2018, 2020; Donovan, 2019).

However, private partners like pathway colleges and education agents do introduce challenges: HEIs may have to lower entry requirements to compete with pathway programs or spend significant money and effort maintaining agents as part of their marketing mechanisms (Donovan, 2019; Hansen, 2024; Marom, 2022). Pathway colleges could also potentially steer public universities toward an academic model that prioritizes a consumerist approach to education, relies on precarious contract labor, and diminishes collegial governance structures (McCartney & Metcalfe, 2018). Meanwhile, education agents have long been criticized for application fraud and other unethical practices (Huang et al., 2016; Independent Commission Against Corruption, 2015; Xu & Miller, 2021).

Meanwhile, international students are increasingly blamed for exacerbating housing shortages, leading to calls for Canadian HEIs to reduce international recruitment to address societal pressures (Usher, 2022, 2023, 2024b). The dramatic increase in the number of

international students at CBU triggered housing concerns in the small local community but did not capture national attention (Friesen, 2019). In contrast, Conestoga College made national news multiple times, most recently for reporting a one-time \$252 million surplus (Friesen, 2024; Keung, 2024; Shetty, 2024). Conestoga's rapid increase in the number of international students and tuition revenue, without assessing local capacity or addressing immigration policy concerns, exemplifies how unchecked growth can strain resources, disrupt communities, and undermine the public HEIs' fundamental commitments toward the general public (McGinty, 2024; Sandstrom, 2024).

Disciplinary responses to internationalization also vary from context to context. Slaughter and Cantwell (2012) observed that fragmentation of faculties such as arts, humanities, and social sciences demonstrated a clear trend of marketization, with some faculties being collapsed while the ones with market value maintaining their status. Kirk et al. (2018) added that language and business disciplines strove for excellence while professors from science subjects showed a certain level of resistance towards internationalization. In Canada, business schools contributed tremendously to the *internationalization is good for the economy* discourse, which is one of the most dominant storylines of Canadian higher education internationalization (El Masri, 2020).

Faculty of Education is one unique example among all faculties and disciplines. Traditionally, undergraduate education (i.e., Bachelor of Education programs) revolves around teacher training, therefore sustaining a strong commitment to local communities and education standards. Teacher education is also a complex policy arena considering the multiple stakeholders involved in the process, such as HEIs, provincial regulatory bodies, and governments (Mandzuk et al., 2024; Young & Grimmett, 2015). Whereas for graduate education, Johnson et al. (2018) argued that revenue-generating initiatives, such as professional master's

degree programs and international recruitment, marked the current generation of internationalization within Faculties of Education. These initiatives are seen as a solution aimed at addressing “the pressure to pursue such ‘innovation’ in principled ways, while at the same time dealing with budget pressures to achieve autonomy and greater financial self-sufficiency, and simultaneously wrestling with policy imperatives to embrace internationalization” (Johnson et al., 2018, p. 40). This dual focus on local commitments in undergraduate education and revenue-driven strategies in graduate programs within the context of internationalization illustrates the unique position of Faculties of Education as they navigate the intersecting demands of community responsibility, policy regulation, and global engagement.

Statement of the Problem

The MEd programs that cater to the needs of international students are an insightful example of internationalization and the focus of this study. Faculty of Education programs offer a niche epitome of internationalization efforts where the pursuit of principled innovation, the pressure of budget cuts, and the path of internationalization converge to create a dynamic and challenging environment for students, instructors, and administrators (Johnson et al., 2018). These MEd programs could be considered the forerunners of internationalization, as they are designed to admit international students, increase student body diversity, promote intercultural learning, advance educational research, and successfully bring in tuition dollars.

However, existing literature warrants a fine-grained examination of some of the issues emerging within this model (Li et al., 2012; Li & Tierney, 2013; Preston & Wang, 2017; Zhou et al., 2017, 2020). There have been protracted concerns regarding the social and academic integration of international students since such programs tend to attract students from the same origin, employ cohort models, and have a prescribed curriculum with little flexibility of elective

courses, thus creating a “segregation” that hinders intercultural communication between international students and domestic students (Beck et al., 2007; Li et al., 2012; Zhou et al., 2017). Despite exploring diverse topics such as student learning, classroom participation, instructor development, and language and cultural barriers (Beres & Woloshyn, 2017; Preston & Wang, 2017; Zhou et al., 2017, 2020), existing studies rarely employ Knight’s (2021) framework to systematically examine the rationales driving internationalization, and there is a lack of comparative studies that analyze these programs collectively.

Hence, the purpose of this research is to investigate the articulation and implementation of internationalization in eight MEd programs hosted at seven Canadian universities, framed within an abridged version of Knight’s (2021) rationales driving internationalization. Specifically, qualitative data was extracted from web-based strategic documents to gain insight into the articulation and implementation of internationalization from an institutional perspective. Case profiles including budget, enrolment, and program information at each university were created to situate the qualitative analysis. Quantitative data shed light on individual perspectives, which were collected through surveys to administrators and staff members, instructors, and students. Three open-ended items were also included in each set of survey, offering an additional channel for qualitative feedback. Findings drawn from document analysis (thematic and content analysis) as well as survey statistics (descriptive and inferential statistics) were integrated to address the three sub research questions before answering the overarching research question.

Research Questions

The overarching research question posed in this study is: How is internationalization articulated in strategic plans and implemented in the MEd programs? Specifically, I seek answers to the following sub-questions: How do the seven Canadian institutions formally articulate and

rationalize their internationalization in strategic documents? What are the perspectives of administrators, staff, and instructors regarding the rationales of internationalization in MEd programs? What are the perspectives of instructors and students regarding students' growth in the MEd programs?

Personal Statement

The motivation for this research stems from my interest and experience with the internationalization of higher education. This area of inquiry has developed during my years in Canada, starting at a polytechnic college, continuing at a small public university, and now at a medium-sized research university, as well as the incumbent opportunities to visit other campuses and meet students from a variety of programs. Observations of varying campus cultures, ethnicity ratios, and internationalization strategies across these institutions have highlighted the impact these differences have on the international student experience, coupled with my direct involvement in administrative activities related to international recruitment. As I progress in English language proficiency and education, I become increasingly motivated and confident to examine the trends in internationalization within Canadian HEIs.

More importantly, as someone who graduated from one such MEd program, I have always wondered about its meaning. I was disappointed by some of the courses but found others quite engaging. I built a cozy social circle, whose support continues to sustain me to this day. I spent most of my weekends and holidays working part-time jobs to support myself financially, as the program was expensive and offered very few scholarships. Despite the challenges, the program shaped my academic and professional path, ultimately leading me to a doctoral program. For that, I am grateful. However, many students struggled with financial burdens, unclear career pathways, and a curriculum that sometimes felt disconnected from practice. The

program has value, but its success should not be measured only by those who managed to navigate its hurdles. To truly support students, it must do more to remove financial, structural, and pedagogical barriers. It should be improved to better support a wider range of students in achieving their goals.

In addition, my background as a former education agent provides additional contextual knowledge of the international education market. I am familiar with programs that were perceived as having more flexible admission requirements, which agents heavily promoted as safe choices for students (Htica, 2023). Subsequent experience as an international student in these programs also offered deeper insights into my understanding of international students experience in Canadian higher education system.

While my experience as an international student, former agent, and staff in international recruitment aided in interpreting the research data, it is important to acknowledge potential biases. Negative feedback from students and criticisms of agents' recruitment practices, along with perceived deficiencies in academic rigor at some universities, may influence my perspective and interpretation of the data. I was mindful of these potential biases and formally addressed them through data triangulation from various sources, including data drawn from a variety of documents that represent an institutional perspective, as well as feedback from individuals (administrators, staff, instructors, and students) who are/were involved in the MEd programs (Creswell & Guetterman, 2019).

Despite these potential biases in interpreting the educational significance of the MEd programs, my goal is to provide a comprehensive record of these initiatives within faculties of education while amplifying the voices of individuals including administrators, staff, instructors, and students. In doing so, I hope to ensure that their contributions in the internationalization

process of Canadian higher education are acknowledged, paving the way for these efforts to serve for the improvement of internationalization strategic planning.

Under the current neoliberal paradigm, I question how HEIs position themselves within the evolving higher education landscape where internationalization holds a heightened focus, given the fact that Canadian public universities are increasingly relying on external funding sources such as international student tuition to compensate for reduced public funding (Anderson, 2015; Garson, 2016; McCartney, 2021). Specifically, I consider the extent to which these universities should engage in the academic and personal development of international students, since many of these students are mature individuals intending to settle permanently in Canada (Fang et al., 2016; Wang, 2017; Zhou et al., 2017). I also explore how academic degree programs may be leveraged for instrumental purposes, such as revenue generation from an institutional perspective and as a pathway to immigration from the international students' perspective.

Organization of the Study

This dissertation is organized into six chapters. Chapter 1 begins with an introduction of the study, a brief review of the internationalization progress within Canadian higher education, the realities facing HEIs, statement of the problem, research questions, personal statement, and an overview of the dissertation structure.

Chapter 2 includes a conceptualization of internationalization, presenting different definitions and frameworks, before delving into Knight's (2021) rationales driving internationalization, which was used in this study as the conceptual and analytical framework. The chapter continues with literature that examines internationalization strategies and the MED

programs similar to the ones included in this study, sifting through the trends and gaps in existing literature, and setting the stage for the value of this research.

Chapter 3 introduces the overall research design based on a pragmatic research paradigm. This mixed-methods multiple case study design involves both document analysis and surveys, drawing data from eight MEd programs hosted at seven Canadian universities across three provinces. Limitations and ethical considerations are also discussed.

Chapter 4 reports the findings from document analysis. Case profiles were compiled to provide contextual information for further analysis of data in strategic plans and survey responses. Institutional strategic documents were analyzed thematically, while budget, enrolment, and program documents were analyzed using content analysis to extract useful information for a better interpretation of the internationalization rationales in strategic documents.

Chapter 5 reports findings from cross-case analysis, drawing on case profiles as well survey data to answer the research questions. For survey data, quantitative analysis involving descriptive statistics and inferential statistics were used to describe trends in data and explore different interpretations of Knight's (2021) rationales. Thematic analysis was conducted on the qualitative data collected through three open-ended questions at the end of each survey. The three sub research questions were addressed, before giving an answer to the overarching research question.

Chapter 6 explores prominent themes from the previous chapter, integrating quantitative and qualitative data to discuss their significance and relevance. The discussion begins with broader implications for conceptualizing the rationales behind internationalization, then narrows down to examine the specific implementation of social, academic, and economic rationales,

while addressing alignments and conflicts between institutional and individual rationales. The analysis of MEd program features aims to provoke thoughts on innovative internationalization efforts within Faculties of Education. Recommendations for future researchers and practitioners were included. This chapter concludes with a summary of the dissertation, providing an overview of the study and offering final reflections.

Chapter 2 Literature Review

The volume of literature on internationalization is fast growing. While the focus on definition and conceptualization is persistent due to the evolving nature of the field (Arum & Van de Water, 1992; de Wit, 1995, 2000, 2011, 2019; de Wit & Altbach, 2021; Gao et al., 2015; Hudzik, 2014; Hunter et al., 2022; Ilieva et al., 2014; Knight, 1994, 2004, 2013, 2017, 2021), researchers also paid attention to the strategic planning of internationalization in different institutional contexts, as well as the specific practices that embody internationalization such as the MEd programs (Childress, 2009; Beres & Woloshyn, 2017; Buckner et al., 2020; Fakunle et al., 2016; James & Derrick, 2019; McCartney & Metcalfe, 2018; Tamtik, 2022; Zhou et al., 2020).

This literature review is structured in a similar way. First, the conceptualization of internationalization is explored, beginning with an examination of its definitions, rationales, and ideologies, followed by the specific conceptual framework used in this research. Next, literature on internationalization strategies within HEIs is reviewed, providing arguments for the importance of internationalization strategic plans in guiding institutional efforts and stimulating relevant research. Finally, attention is given to specific MEd programs that enroll a large number of international students. A review of the literature on these programs is given to enhance understanding of their unique approaches and outcomes. The chapter concludes with a summary of the key points discussed.

By guiding attention from broad internationalization concepts and frameworks to specific MEd programs, which serve as examples of internationalization, this literature review aims to connect abstract internationalization rationales with the implementation of internationalization within program contexts, highlighting existing practices and potential gaps.

Conceptualizing Internationalization

Great effort has been put into defining and conceptualizing internationalization of higher education. Researchers across different contexts have been refining the conceptualization of internationalization based on their own vision and context (see Table 1). The early focus was on institutional activities, such as exchange programs and international research collaborations (Arum & Van de Water, 1992; Gao et al., 2015; Kerr, 1991). Researchers also recognized the ongoing nature of internationalization and highlighted the word *process* in definitions (de Wit, 1995; Knight, 1994). Entering the 21st century, internationalization developed exponentially, both in theory and practice, on multiple levels. This growth was complex and, at times contradictory, mediated by various stakeholders, including governments, regional and international organizations, and HEIs (Farquhar, 2001; Knight, 2004; Qiang, 2003; Teichler, 2004; Trilokekar et al., 2020; Viczko & Tascón, 2016).

Among the multiple definitions of internationalization as summarized in Table 1, Knight's (2003) definition calls for a collective effort of national, sector, and institutional levels as the broader background of globalization and knowledge economy has refigured higher education into an activity that is critical to national and regional development. The triad of international, intercultural, and global is important "as together they reflect the breadth of internationalization" (Knight, 2004, p. 11). The term *process* indicates an ongoing trend that might take different directions and focuses which should be left open-ended (Knight, 2021). Knight's definition of internationalization has been used extensively in both strategic plans of Canadian HEIs and among scholars who conduct research on internationalization (e.g., Garson, 2023; Guo & Guo, 2017; McCartney, 2021).

Table 1*Definitions and Conceptualization of Internationalization in Higher Education*

Time	Definitions & Concepts	Foci	Stakeholders
Early 1990s	<p>“...the internationalization of learning, which may be divided into four components: (a) the flow of new knowledge, (b) the flow of scholars, (c) the flow of students, and (d) the content of the curriculum” (Kerr, 1991, p. 25)</p> <p>“The multiple activities, programmes and services that fall within international studies, international educational exchange and technical cooperation” (Arum & Van de Water, 1992, p. 202).</p>	Activities	HEIs
Mid-1990s	<p>“...the process of integrating an international dimension into teaching/learning, research and service functions of a university or college” (Knight, 1994, p. 3).</p> <p>“The complex of processes whose combined effect, whether planned or not, enhances the international dimension of the experience of higher education in universities” (de Wit, 1995, p. 28).</p>	Process	HEIs; Organizations
2000s	<p>“Internationalization is not merely an aim itself, but an important resource in the development of higher education towards, first of all, a system in line with international standards; secondly, one open and responsive to its global environment” (Qiang, 2003, p. 250).</p> <p>“The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2).</p> <p>“The totality of substantial changes in the context and inner life of higher education relative to an increasing frequency of border-crossing activities amidst a persistence of national system” (Teichler, 2004, p. 22).</p>	Multilevel focus; systematic internationalization	HEIs; Organizations

2010s	<p>“Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. (Hudzik, 2011, p. 6).</p>	<p>Multi-focus; multi-stakeholder; social commitment;</p>	<p>HEIs; Students; Organizations</p>
2010s	<p>“...relationality within internationalisation needs to be creative/non-linear/non-reductionistic/dialogical by inviting reciprocity, allowing diversity to emerge, giving voice to different perspectives, and engaging meaningfully with both “here and there” through attentive listening. Only then can a deep ecological stance, entailing transformation of power relations, become a real possibility” (Ilieva et al., 2014, p. 887).</p>	<p>Multi-focus; multi-stakeholder; social commitment;</p>	<p>HEIs; Students; Organizations</p>
	<p>“the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of postsecondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (de Wit & Hunter, 2015, p. 3).</p>		
	<p>“If internationalization has any potential to help make education be a force for human thriving in the world as it is today, scholars and educators will have to understand the relationship between the conditions of IE (internationalization of education)’s propagation and its intended and unintended outcomes” (Tarc, 2019, p. 742)</p>		
2020s	<p>“We are intentionally challenging the imperial agenda and influence over internationalization through the 4Rs of the Indigenous wholistic framework. The following represents some of our work working through of what this might look like as a policy agenda: respect for different ways of knowing and being, responsibility to lands and peoples, reciprocal relationships; and relevant policies, programs, and services” (Beck & Pidgeon, 2020, pp. 399–400).</p>	<p>Critical internationalization</p>	<p>HEIs; Students; Organizations; Lands and peoples</p>
	<p>“Ultimately, we will need different kinds of research and conversations about internationalization, ... open up a space in which we can ... that the problems we face are enormous, and in which we can ask earnestly how we got here, why ... repeating circular colonial moves, and how ... to interrupt this circularity without assuming we know how to do it” (Stein, 2021, p. 1781).</p>		

Since the 2010s, there has been a growing call for a critical examination of internationalization in higher education (e.g., Beck & Pidgeon, 2020; Dewey & Duff, 2009; Ilieva et al., 2014; Wright, 2009). This call argues that internationalization is not inherently beneficial and must prioritize the welfare of all society members, embodying tensions between Newman's (1992) dichotomy of liberal education, which serves civic purposes, and instrumental education, which prioritizes practical outcomes. Publicly funded HEIs, expected to promote inclusivity, democratic values, and societal needs (Duderstadt, 2000), might shift toward instrumental rationales like revenue generation and high status in the internationalization process. To address this, scholars advocate for sustainable internationalization to balance global engagement with long-term social and environmental responsibility (Wright, 2009). Ilieva et al. (2014) further emphasize the value of an educational sustainability lens to critically examine the relationships and contexts shaping higher education in a globalized era.

Comprehensive internationalization was proposed as a response to the ever-expanding scope with the intention to address the disparities in the process and practices of internationalization across various contexts (Hudzik, 2014). Meanwhile, de Wit and Hunter (2015) revised Knight's (2004) definition by adding specific intention and focus. Beck and Pidgeon (2020) examined internationalization through Indigenous lens and were more inclined to de Wit and Hunter's definition for its explicitly stated intention and implied values. Buckner and Stein (2020) questioned the ethics of internationalization and argued for further examination of the unbalanced power relationship, which bridges into Stein's (2021) three orientations to critical international studies including "internationalization for the global public good, internationalization for global solidarity, and internationalization otherwise" (pp. 1778-1779) and three layers of intervention including methodological, epistemological, and ontological levels.

As the global setting changes, researchers (e.g., Beck, 2021; Brunner 2021, 2022) are also exploring various directions with the internationalization of higher education, and my dissertation contributes to the raising of questions and proposed solutions.

For the purposes of this research, Knight's (2003) definition was adopted as a working definition of internationalization, because it was thought to be neutral and open-ended enough to expand its applicability and highlight its ongoing nature. To examine the rationales and practices of internationalization at the seven Canadian HEIs offering international MEd programs, it is essential to maintain a value-neutral definition of internationalization. This neutrality enables unbiased analysis, allowing the study to fairly recognize the significance of varied internationalization goals and practices. In contrast, when guided by definitions that have a clear emphasis on sustainability, comprehensiveness, or decolonization, attention on such emphasis might overshadow other emerging topics that are equally important.

Rationales Driving Internationalization

Rationales are the motivation behind the concerted effort of internationalization (de Wit, 2000). Knight (2004, 2017, 2021) has done consistent work on the rationales driving internationalization throughout the years. Originally, Knight's four rationales included political (nation-building and international alliance), economic (human resource development, trade, and income generation), academic (student and staff development, reputation, knowledge production), and social/cultural (promote intercultural understanding and national cultural identity) rationales were proposed. Knight (2004, 2017, 2021) added individual, institutional, national, and regional layers of rationales in parallel with the four categories to highlight the different goals of various stakeholders in the internationalization process (Table 2).

Table 2*Rationales Driving Internationalization*

Four Categories of rationales (1999)	Levels of Rationales (2020)
Academic	Individual Level
International Dimension to Research and Teaching	Develop worldview and intl competencies
Extension of Academic Horizon	Enhance career
Institution Building	Intercultural understanding and skills
Profile and Status	Knowledge of national/international issues
Enhancement of quality	Develop international network
International Academic standards	Institutional Level
	Improve quality
Economic	Enhanced research and innovation
Revenue Generation	International branding and profile
Competitiveness	Capacity Building
Labour Market	Student and staff development
Financial Incentives	Strategic alliances
	Knowledge production
	Income generation
Political	National level
Foreign Policy National Security	Human resources/ skill development
Technical Assistance	Increased access to higher education
Peace and Mutual Understanding National Identity	Brain gain
Regional Identity	Commercial trade
	Nation building
Social	Social cultural development
National cultural identity	Diplomacy
Intercultural understanding	Soft Power
Citizenship development	
Social and community development	Regional level
	Alignment of national systems
	Regional identity
	Geo-political alliances
	Regional competitiveness

Note. From "Higher Education Internationalization: Concepts, rationales and frameworks," by J. Knight, 2021, *Revista REDALINT*, 1(1), p. 76. Copyright 2021 by Jane Knight. Reprinted with permission.

Knight's (2004, 2017, 2021) rationales share commonalities with concepts proposed in other studies. For example, Farquhar (2001) highlighted cultural, political, academic, and economic rationales to back up the internationalization efforts taken by Canadian HEIs. Stier's (2004) work adopted idealism, instrumentalism, and educationalism to sum up the ideological views behind efforts promoting internationalization. In particular, Stier argued that idealism embodied the good attention of internationalization in creating "a more democratic, fair and equal world" through societal progress, international cooperation, and a sense of global community (2004, p. 88). Idealism overlaps with the social rationale that drives internationalization since both emphasize the positive impact of internationalization on social improvement. Instrumentalism entails that the internationalization of higher education is a means to gain profit, promote economic growth, and spread ideologies of certain entities or regimes. It resonates with the economic rationale since both see the instrumental value of internationalization of higher education. Lastly, Stier discussed educationalism to highlight the importance of education itself in enriching "the overall academic experiences of students and teaching staff alike" (p. 92). His concept overlaps with the academic rationale since both focus on teaching, learning, and research (Stier, 2004).

Studies focusing on institutional perspectives added valuable insights into different levels of internationalization rationales. These rationales range from a single instrumental rationale to complicated multi-level rationale that encompasses macro- (regional and national goals), meso- (HEI goals), and micro-level rationales (individual goals) (Seeber et al., 2016). Localized rationales highlight institutional goals like economic growth, educational quality, and campus diversity, with competition driving universities to use internationalization for prestige and visibility (Cattaneo et al., 2015; Qiu, 2020; Seeber et al., 2016; Unangst & Barone, 2019; Willis

& Taylor, 2014). While institutional rationales did not differ too much across national contexts, organizational goals and internal actors' interests had strong co-relation with choice of rationales (Seeber et al., 2016).

Existing literature on international student motivation for studying abroad delves into specific individual aspirations (e.g., Curtis & Ledgerwood, 2018; Haisley et al., 2021; Salyers et al., 2015; Yue & Lu, 2022). Some studies directed attention to the rationales international students adopt for overseas study, highlighting economic, political, institutional, and individual factors from on different levels (Fakunle, 2021; Salyers et al., 2015) and noting differences between undergraduate and postgraduate students (Fan, 2023). Language learning was highlighted as a significant motivation for international students to study in English countries (Haisley, 2021). Knight's (2021) framework was applied in Dana's (2022) study on individual rationales for internationalization. The researcher argues that institutional rationales, such as reputation and profile-building (both economic and academic), often align with national objectives, reflecting a political rationale. In contrast, within the individual rationale, career enhancement is the primary driver, reflecting an economic rationale.

In the Canadian context, an economic rationale is explicitly embodied in government policy regarding internationalization (Browning & Elnagar, 2022; Garson, 2023; McCartney, 2021). On a federal level, national internationalization policy differs slightly between conservative and liberal parties, with the latter showing slightly more concerns for student learning and supporting international students as compared to merely a strong economic rationale (Garson, 2023). On a provincial level in the context of Manitoba, the New Democratic Party occasionally adopted a social rationale, but the Progressive Conservative Party demonstrated more clearly a neoliberal economic rationale (Browning & Elnagar, 2022). Overall, financial

pressures from reduced government funding have driven Canadian HEIs toward increased international recruitment (McCartney, 2021).

The Canadian government is taking steps to limit the expansion of economic rationale in higher education internationalization (Government of Canada, 2024a, 2024b, 2024d). This paradox highlights the tension between policy priorities and academic critiques. While academic literature has long criticized the dominance of economic rationale in internationalization, these critiques have not materialized into actionable change in universities as effectively as government interventions. Critical internationalization scholarship provides a detailed account of the economic orientation of Canadian higher education internationalization. It documents key trends such as academic capitalism, the commercialization and commodification of international education, and the influence of market-driven neoliberal mechanisms (Buckner et al., 2020; Beck & Pidgeon, 2020; McCartney & Metcalfe, 2018; Tamtik, 2022; Taskoh, 2020).

Conceptual Framework

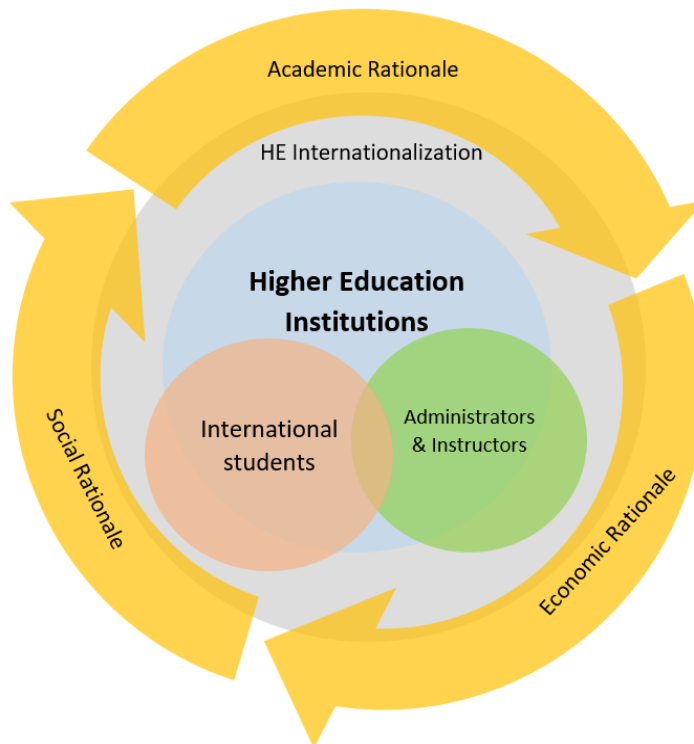
An abbreviated version of Knight's (2021) rationales with the major rationales and stakeholders visualized was developed to highlight the focus of this research, which includes academic, economic, and social rationales on institutional and individual levels. The conceptual framework was proposed after considering several options and reviewed by peers and supervisor team. The selection of the rationales is guided by pragmatic research paradigm where the research problems are the focus, and the conceptual framework is one tool for understanding the problem (Mackenzie & Knipe, 2006).

The conceptual framework adopted five of the eight rationales from Knight's (2021) rationales driving internationalization (Figure 1). Specifically, academic, economic, and social rationales on individual and institutional levels were integrated in the proposed conceptual

framework. The modification is based on the scope of this study which is to explore institutional and individual (administrators, staff, instructors, and students) perspectives on the academic, economic, and social aspects of internationalization in the institutions under research.

Figure 1

Conceptual Framework



Note. Adapted from Knight (2021).

In the higher education sector, the conceptualization of internationalization has evolved from focusing on sporadic cross-border activities (e.g., international research trips, exchange programs), to institutional involvement in internationalization on a global level, to systematic effort of various stakeholders including governments and private sector in internationalization. A call for critical examination of internationalization has been growing louder in recent years (Beck & Pidgeon, 2020; Bedenlier et al., 2018; Gao et al., 2015; Stein, 2021). While

internationalization expands and evolves considerably to include an increasing number of moving parts, it is crucial to examine perspectives of three important groups of stakeholders: administrators and staff, instructors, and students, which is what this study intends to accomplish. Input from these stakeholders in this study help form a holistic view of the articulation and implementation of internationalization in the MEd programs and hosting institutions and suggest possible solutions to existing issues. With a better understanding of how internationalization has been conceptualized over the years within the Canadian higher education sector, it is now time to review relevant literature to map out main findings and identify gaps, setting the foundation for this research. Specifically, this literature review continues with two groups of studies with the following focus: HEI internationalization strategic plans, and MEd programs that cater to the needs of international students.

HEI Internationalization Strategies

Internationalization strategies are important written commitments to internationalization as well as formal policy documents that guide the internationalization efforts in HEIs (Soler et al., 2022). The American Council on Education (ACE) identified institutional commitment and policy as one integral component of its comprehensive internationalization model and has been collecting data through a survey titled *Mapping Internationalization on U.S. Campuses* for over 20 years. Survey findings indicate that, as of 2021, 43% of American institutions referenced internationalization or other global activities in their mission statement. Furthermore, 41% of doctoral institutions had specific internationalization plans (Soler et al., 2022). The *International Association of Universities (IAU) 6th Global Survey* on HEI International also revealed that of the 722 HEIs from 110 countries and territories that participated in the study, 77% confirmed having strategies of internationalization (Marinoni & Cardona, 2024).

Other groundwork such as the typology of internationalization strategic plans and factors facilitating or hindering the design, implementation, and monitoring of internationalization has been laid by Childress (2009). There are both quantitative and qualitative work on HEI internationalization, covering the perspectives of administrators worldwide (Buckner, 2019) and specifically in Canada, a snapshot of 31 Canadian HEIs regarding the priorities in their internationalization plan (Buckner et al., 2020). In addition to the large-scale studies on internationalization strategies, some researchers also closely examined a small number of individual institutions with the involvement of strategic documents and key stakeholders who design and implement the strategies (Bulut-Sahin et al., 2023). This body of literature suggests that internationalization is a highly collaborative process which should engage various stakeholders such as leaders, faculty members, and administrative staff to ensure that diverse perspectives are incorporated and that initiatives are aligned with institutional strategic goals (Hunter, 2018; Perez-Encinas, 2018).

Typology and General Landscape

Childress (2009) conducted a qualitative multiple-case study involving document analysis and semi-structured interviews within 31 HEIs regarding their internationalization plans. An internationalization plan typology was developed, identifying three major categories of documents: Institutional Strategic Plans (institutional level strategic documents that include internationalization components), Distinct Documents (documents devoted to internationalization strategies), and Unit Plans (unit level strategic documents that align with internationalization priorities). The snapshot also revealed that 22 out of the 31 institutions had internationalization plans at that point, indicating the importance of written commitment to internationalization among American HEIs. The existence of different types of

internationalization plans in different HEIs also suggests that institutions with complex organizational structures tended to have institutional wide strategic planning, hence more Institutional Strategic Plans and Distinct Documents (Childress, 2009).

In addition to developing the typology and mapping out the prevalence of internationalization plans at that timepoint, Childress (2009) also identified various enabling and hindering factors during the process of developing and implementing internationalization plans in HEIs. During the development stage, factors such as support from top institutional leaders and a campus-wide taskforce facilitate progress. However, challenges like decentralized organizational structures, lack of time, and financial constraints can hinder these efforts. In the implementation stage, faculty engagement and academic Senate support are crucial but are often countered by limited funding, a lack of campus-wide understanding, and unforeseen crises. During the monitoring stage, support from institutional research offices and budgeting policies serve as key facilitators, though the lack of clarity in the monitoring process and consistent resource allocation remains significant challenges (Childress, 2009).

Shifting attention to the Canadian context, Buckner et al. (2020) provided an overview of internationalization plans of Canadian HEIs. The research team analyzed 32 internationalization strategies dated between 2012 and 2019, published by both universities and colleges. Findings revealed that across the different institutions, the main priorities regarding internationalization remained relatively generic, with student mobility and developing partnerships being the most common activities in more than 87% of the strategic plans. The least mentioned strategies included reducing carbon footprint in international education, distance education, branch campus, and teaching non-English languages. While universities demonstrated a stronger interest

in international research collaboration, colleges tended to focus on developing new programs to teach practical skills and meet student needs (Buckner et al., 2020).

Regarding the strategic benefits, symbolic commitments, and anti-oppressive discourses that guided the analysis, researchers noted that institutions employed dual rationales, namely strategic and symbolic, when describing the majority of their internationalization activities (Buckner et al., 2020). For example, international student recruitment was often associated with revenue, commitment to diversity, and education quality improvement; international research collaborations were tied to new funding sources, institutional reputation, and research excellence. In contrast, anti-oppressive discourses were largely missing: the documents rarely touched on equity/equality issues, nor did institutions pay close attention to global issues such as sustainability and climate change. This neglect misses the opportunity for HEI internationalization to align with other global sustainability efforts as outlined, for example, in the *United Nations' Sustainable Development Goals* (SDGs). Particularly, SDG 4 focuses on inclusive education and SDG 13 focuses on climate action, contributing to a globally responsible education that addresses social equity and environmental sustainability (Ramaswamy et al., 2021; Wright, 2009). The researchers argue that the combination of strategic and symbolic rationales as well as the localization of internationalization strategies were driven by the need to garner more support from different stakeholders. The lack of mention of anti-oppressive ideas, however, prompts further conversation about making institutional values explicit in internationalization strategies (Buckner et al., 2020).

Buckner's (2019) other research drew on data from the *Fourth Global Survey on Internationalization of Higher Education*, a 2013 dataset collected by IAU. This secondary analysis included 1,439 HEIs (63% public HEIs and 37% private HEIs) from 137 countries,

providing a global snapshot of administrator understanding and implementation of internationalization. The findings revealed that HEIs cited student growth (increased international awareness and engagement with global issues) and teaching/learning as the two main benefits of internationalization. While revenue generation was the least cited benefit across all HEIs, regional variants were revealed, with 5% of administrations from non-Anglophone countries, 31% from the United States and Canada, and 64% from other Anglophone countries identifying it as the top benefit of internationalization. Buckner suggested that HEIs might have understated their emphasis on revenue generation, because citing it as a top priority for internationalization was often considered too “cynical or self-interested” (p. 325). In contrast, 86% of administrators from the United States and Canada cited student growth as the main benefit associated with internationalization, which is statistically higher than that of countries from the Global South and largely attributed to two binary variables: knowledge economy and Anglophone North America. Variables that were found to be indicative of the selection of revenue generation included private status, focus on international recruitment, declining funding, knowledge-intensive economy, and the English language context (Buckner, 2019).

This research identified patterns in how HEIs worldwide perceive and respond to internationalization (Buckner, 2019). In the United States and Canada, the emphasis on fostering international awareness largely reflects a drive for economic competitiveness, addressing concerns that citizens may be unprepared for global interactions. Meanwhile, HEIs in other English-speaking countries appear motivated to capitalize on global demand for credentials by highlighting their linguistic and academic assets. Overall, the perceived benefits of internationalization are adapted to align with the unique needs and opportunities of each national context (Buckner, 2019, 2020).

College Context

Internationalization has been a less prominent topic in the college context due to the unique position of colleges: less research-oriented, limited financial resources, and relatively low ranking on international HEI charts (Yemini et al., 2015). Indeed, an examination of internationalization plans from three American colleges noted fragmented commitments and limited financial or leadership support (Unangst & Barone 2019). Colleges focused primarily on "optimizing existing resources" rather than committing fully to new internationalization initiatives (Unangst & Barone 2019, p. 190). Interestingly, the researchers highlighted the absence of terms such as mobility or recruitment in the college internationalization plans versus the heavy focus on such terms in internationalization literature, suggesting potential gap in the terms used by practitioner versus scholars (Unangst & Barone, 2019; Barone & Unangst, 2023).

College internationalization does share some common features with university internationalization. For college administrators, institutional contexts are essential for customizing internationalization priorities (Unangst & Barone 2019; Yemini et al., 2015), as in the case of flagship universities (Gao, 2018). A lack of understanding of internationalization among college students reflects the generally low awareness of internationalization within the college context (de Wit et al., 2015), a trend also observed in university settings (Bulut-Sahin et al., 2023; Guo & Guo, 2017). Nevertheless, de Wit et al. (2015) argued that Canadian colleges have made significant progress in internationalization and emphasized the importance of expanding their focus from local to global communities while preparing students to address global challenges as the next critical step forward.

Although there is limited literature on internationalization plans in the college sector, federal and provincial policies still play a significant role. Policy analysis and international

enrollment data highlight how these policies influence institutional strategies. They also reveal the economic motivations driving colleges to prioritize international recruitment. However, this emphasis on recruitment may come with potential repercussions. Traditionally, colleges have a much more pronounced economic rationale (e.g., labor training, skilled workforce preparation, and employment rate) than that of universities (Walker, 2016). McGregor and Hunter (2021) discussed how the large influx of international students to ON colleges was significantly influenced by favorable federal policies (e.g., immigration policy, Post-Graduate Work Permit policy, Student Partners Program, Student Direct Stream) and provincial policies (e.g., deregulation of international tuition fees, College Ontario strategic plans, OSAP policy changes). This point aligns with the observation that colleges closely collaborate with the government on their internationalization efforts (Barone & Unangst, 2023), raising questions about the extent to which individual HEIs would operationalize these policies.

Individual HEIs might adopt extreme measures to capitalize internationalization, as in the case of certain ON colleges, which might lead to backlashes from both the public and the government. PwC Canada (2017) in *Fiscal Sustainability of Ontario Colleges* stated that with an annual growth rate of 7.1% in international enrolment, it was possible to balance out the projected 420 million deficit in 2024–25. Yet, in reality, ON colleges have already achieved an enrolment growth of 274% in the study permit holder category from 2014/15 to 2021/22, which translates into a roughly 20% annual growth (Ontario Ministry of Colleges and Universities, 2023). The financial return from aggressive international enrolment has skyrocketed in colleges such as Conestoga College in Kitchener, ON, and the potential negative impact led to IRCC's policy change for international students taking certain college programs (Government of Canada, 2024a; Keung, 2024; Ontario Ministry of Colleges and Universities, 2023; The Conestoga

College Institute of Technology and Advanced Learning, 2016, 2023). These changes are now reducing international enrollment and raising financial concerns within the college sector (Colleges Ontario, 2024).

Student Perspectives

Research that includes both university and student perspectives regarding internationalization strategies and initiatives solicit specific and realistic feedback to inform policymakers. Based on interview data with four administrators and 12 non European Union or The European Economic Area students, as well as findings from document analysis of the internationalization plans from two Finnish universities, Jogunola and Varis (2018) suggested that Finnish stakeholders should direct attention to the economic return of internationalization by developing and marketing suitable academic programs to international students while shutting down the ones that do not attract international students to “avoid wastage of resources” (p. 105). This distinct call for economic rationale in internationalization strategic planning is unique in current literature, as the recent focus in the field is on addressing equality/equity through a critical lens (Beck & Pidgeon, 2020; Buckner & Stein, 2020; Stein, 2021). Nonetheless, Jogunola and Varis (2018) directed attention to several practical areas pertinent to the economic rationale, including student admission and enrolment ratio, fee configurations, financial aids, program setup, job placements, university reputation, and the measurement of internationalization implementation.

On the other hand, a study conducted in the Irish context, also involving both administrators and students, raised concerns about an overly strong economic rationale leading to the neglect of social integration of international students (O'Connor, 2017). Similar to the study by Jogunola and Varis (2018) where international students highlighted specific and realistic

concerns regarding internationalization, O'Connor collected feedback from international students on the implementation of mixed student accommodation to promote diversity and intercultural communication. Despite the original positive intentions, several issues arose during the implementation of mixed accommodation, including a lack of openness among Irish students, the isolation of international students due to schedule differences, religious and cultural traditions leading to self-segregation, and differing interpretations of self-segregation among various student groups. Both studies included feedback from administrators and students on university internationalization, offering relevant, real-world, and diverse insights (O'Connor, 2017).

A smaller scale study in the Canadian context focused on one particular university and how the articulated internationalization strategies aligned or misaligned with student experiences (Guo & Guo, 2017). The researchers conducted interviews with 26 students from nine countries and situated the student perspectives within the broader institutional and national internationalization policy context. It was revealed that international students had difficulty in defining internationalization as an academic term, often focusing on more explicit activities such as international student recruitment and research partnerships. While students had diverse interpretations of internationalization and recognized its positive impact on their academic and personal development, they also expressed concerns regarding university's focus on revenue generation and reputation building over student welfare and education. Despite the strategic goal of increasing diversity, the university failed to prepare its university community and had limited impact on local communities to create a more welcoming environment to nurture the diversity. Lastly, although academic excellence is a key objective in internationalization, the university could improve in integrating international dimensions into its curriculum. Students reported encountering minimal international content, and when such content was present, it often

reinforced biases or prejudices towards certain countries. These findings highlight the need for enhanced support for international students and the refinement of internationalization policies in higher education (Guo & Guo, 2017).

Faculty and Administrator Perspectives

Local contexts shape individual interpretations of internationalization, as argued in studies conducted in various national contexts. Willis and Taylor's (2014) research on seven administrative staff and nine academic staff at one research-intensive British university showed that internationalization strategy could provide faculties and schools with the flexibility to interpret and implement it in ways that align with their specific contexts. The researchers identified four main rationales driving internationalization in this university, including economic, educational benefits, strengthening the university, and contributing to the "greater good." While university leaders tended to focus on the economic rationale, partially due to management and accountability needs, they were also mindful of the academic quality of the university, since economic benefits could address structural problems and eventually translate into intellectual benefits such as increased research capacity. On the other hand, while many academic staff made explicit their concerns on the overly strong focus on financial returns of internationalization, they also acknowledged that the extra funding helped with the operation of academic activities such as teaching. In addition, both groups expressed similar aspirations on the "greater good" of internationalization of higher education, which are along the same lines as the social rationale argued by Knight (2021) and the idealism proposed by Stier (2004). Since local contexts, be it institutional or faculty level, shape individual interpretations of internationalization, the researchers argued for a more nuanced understanding of internationalization beyond the simplistic dichotomy such as economic versus academic rationales (Willis & Taylor, 2014).

Gao's (2014) research with high level administrators from 17 flagship research universities in Australia, Singapore, and China confirmed that local contexts are integral in shaping the interpretation of university internationalization strategies. The dominant motive for internationalization at these elite universities was identified as academic excellence, with the universities in Singapore and China receiving significant funding from the government hence financial return was not prioritized in their pursuit of internationalization. In the elite Australian universities, the financial return associated with internationalization is an important factor to consider. The unique sample (i.e., elite research universities) and national contexts (i.e., Singapore and China) might have contributed to the different dominant rationale than that of studies conducted with traditional Anglophone countries such as the United States, Canada, and the United Kingdom. Nonetheless, it confirms there are substantial variations in internationalization rationales and priorities across regions and types of universities (Gao, 2014).

Given the differences caused by different local contexts and individual interpretations of internationalization, it is no surprise to learn that even within the administrator group, front-line practitioners were often distant from the decision-making process, leading to their non-involvement and the general ineffective implementation of institutional goals (Bulut-Sahin et al., 2023). Through interviews with 23 international office professionals from Turkish and European universities, Bulut-Sahin et al. (2023) revealed that practitioners found it difficult to define internationalization, as in the case of international students in Guo and Guo's (2017) study. These administrators tended to associate internationalization with easily quantifiable activities such as the number of international students/programs/events, while mentions of intercultural or diversity were largely missing. Participants reported as having similar internationalization strategies across different institutional contexts and similar understandings of internationalization

Regarding the organization structure, most of the participating universities followed top-down approaches in strategic planning, which means that practitioners limited to no authority in the decision-making process. Additionally, participants also shared their ideas on the implementation of internationalization, which included the need for management capacity, effective organization structure and leadership, holistic framework for internationalization strategy, outcome measurements, and in-depth strategies (Bulut-Sahin et al., 2023).

Shifting attention to faculty member involvement in internationalization, current research identifies the main rationales, perceptions, and barriers to internationalization. Calikoglu et al.'s (2020) study provides a comprehensive review of faculty engagement in internationalization. Based on input from 22 interview participants including both administrators and faculty members from two public research universities in United States, the researchers identified the main rationales, strategies, and barriers to faculty engagement in internationalization. Academic development, institutional development, student development, sociocultural development, and international development were identified as the five main rationales for internationalization. These views have a significantly weaker focus on the economic rationale. Rather, Calikoglu et al.'s findings shed light on the support mechanisms and issues specific to faculty members. Beneficial strategies included institutional efforts to incentivize faculty involvement in internationalization, financial support for international travel, and grants from government agencies. Barriers to faculty internationalization spanned across hiring and promoting mechanisms, geopolitical issues, and lack of financial support (Calikoglu et al., 2020).

Within the Canadian context, studies involving faculty members' perspectives on internationalization highlights conflicts between faculty members and institutions regarding internationalization. While acknowledging the many benefits of internationalization, including,

but not limited, to the ones identified in Calikoglu et al.'s (2020) study, both Friesen (2012) and Taskoh (2020) underlined faculty member disagreement with the strong economic rationale reflected in institutional internationalization efforts, such as the focus on reputation building, the pursuit of quantitative evaluation of internationalization efforts, and the market-oriented internationalization strategy. It was argued that engagement levels increased when personal motivations aligned with institutional rationales, hence internationalization strategies should be designed in a relevant and meaningful way to maximize engagement from all stakeholders (Friesen, 2012). Without clear directives and support from the institution, internationalization risks appearing rhetorical or remains a lip service (Criswell & Zhu, 2015).

This critical positionality taken by Canadian scholars directs attention to more in-depth analysis of the various strategies and means of internationalization in the higher education arena. To make sense of public-private partnership as embodied in the rise of pathway programs/colleges to facilitate international recruitment, Tamtik (2022) analyzed 50 institutional documents and interviewed nine administrators from both public and private sectors. Literature on pathway programs based on public-private agreements warrants attention to precarious academic labor that is common practice in private colleges, the erosion of collegial structures, and the insidious rise of neoliberalism within the higher education sector (Brophy & Tucker-Abramson, 2012; Chan & Matsushita, 2024; McCartney, 2021; McCartney & Metcalfe, 2018). Tamtik identified five strategies used by administrators to justify the pathway college arrangement, including normalization, authorization, rationalization, moralization, and narrativization. The researcher noted that institutional internationalization strategies acted as a form of authority to legitimize the partnership, in that the specific recruitment numbers, source countries, or revenue goals listed in strategic documents “created a binding mandate for

administrators” so that concrete actions such as pathway arrangement could be taken to meet those goals (Tamtik, 2022, p. 9).

A comparative study on three universities in Hong Kong, the United Kingdom, and Canada further delineated the mutual influence between internationalization strategies and practitioners (James & Derrick, 2019). The researchers interviewed 28 administrators from the three universities and conducted document analysis on their strategic plans. The wide variety of roles held by the participants, including leaders, administrators, recruiters, and support staff, provided layered interpretation of the strategic plans and the corresponding mediating effects. While the findings partially confirmed the previous argument that some practitioners had minimal involvement in the design of strategic plans and that their work was not significantly guided by these plans (Bulut-Sahin et al., 2023), it was also revealed that strategic plans exerted various mediating effects, including setting targets, coordinating institutional efforts, and allocating resources within different local contexts. The researchers also reflected on the potential role of strategic plans in addressing cultural tensions, thereby embodying an ethos approach to internationalization, which focuses on creating a suitable cultural environment for diversity and academic excellence (Qiang, 2003). A persistent emphasis on economic rationales over social and academic goals was noted, and the researchers argued for reorienting strategic plans to better balance economic imperatives with cultural and ethical considerations. Doing so would foster a more inclusive approach to internationalization and in turn, enrich the academic environment and supports diverse student needs (James & Derick, 2019).

MEd Programs

In this section, studies related to international MEd programs are synthesized and presented. These programs instantiate characteristics that make them the forerunners of

internationalization, but they also raise concerns. Research reported varied experiences from students in those programs but fell short of insights from administrators and instructors to rationalize their efforts in operating the programs (Li et al., 2012; Li & Tierney, 2013; Liu, 2016; Xu & Miller, 2021; Zhou et al., 2017, 2020). There is a lack of systematic review of the rationales driving internationalization behind the efforts in operating and attending the MEd programs, from institutional perspectives and individual perspectives. Commonalities across the programs suggest the suitability of conducting multiple cases study on these programs.

Canadian Literature on MEd Programs for International Students

Available literature on MEd programs catering to international students revolves around four key areas: student motivation, student experience, student-teacher identity development, and instructor/administrator experience (Beck et al., 2007; Beres & Woloshyn, 2017; Li et al., 2012; Li & Tierney, 2013; Liu, 2016; Wang, 2017; Yu, 2018; Zhou et al., 2017, 2020). The majority of these studies involved Chinese students as research participants, reflecting their dominance in these programs around that time. Additionally, researchers working on this topic tend to come from HEIs that host similar programs, indicating a localized focus. For instance, studies by Li (Li et al., 2012; Li & Tierney, 2013), researchers at Brock University where one such program was hosted, examined the motivations and study experiences of Chinese students within the program. Similarly, Beck et al. (2007) and Ilieva (2010), researchers from Simon Fraser University in Vancouver, where a comparable program has been running for many years, engaged Chinese students as research participants. Scholars from University of Windsor where one such program was hosted also focused on Chinese students and sought feedback from instructors (Liu, 2016; Wang, 2017; Zhou et al., 2017, 2020). Current research on these programs typically involves scholars with direct, first-hand knowledge, indicating a localized level of research access. In

addition, while the main focus was on students, a few studies also sought feedback from instructors/administrators regarding their growth and experience in the MEd programs (Beck et al., 2007; Beres & Woloshyn, 2017; Zhou et al., 2020).

Student Motivation. Despite the general curiosity surrounding Chinese students pursuing MEd degree in Canadian universities (Beck et al., 2007; Beres & Woloshyn, 2017; Liu, 2016; Zhou et al., 2017), the topic was explicitly addressed in two studies, providing much needed information of the rationales for these students to study in the MEd programs. The two small-scale qualitative studies drew different conclusions, with one study listing social, academic, and economic reasons (i.e., safety, academic quality, cost) (Li et al., 2012) and the other citing economic reasons (i.e., immigration, career development, getting a master's degree) as the top reasons for these Chinese students to pursue such a program in Canada (Wang, 2017).

Though the focus of Li et al.'s (2012) study was on student motivation, participants also talked about the barriers they encountered during the study and pointed out challenges related to language, culture, and academics. Two participants mentioned that they declined Australia as a destination country due to the high number of Chinese students there, yet their current program was also full of Chinese students. This factor impacted student language abilities and social integration. Participants had low expectations on finding an education related job in Canada, as their English was weak and their knowledge towards the Canadian education system had not been improved significantly during their stay in the international MEd program. Many also complained about the program length, which is 16 months, since such a short period was not enough to adapt to the Canadian cultural and lingual environment while grappling with academic work (Li et al., 2012).

In comparison, Wang (2017) revealed that immigration was the primary reason for the MEd students' oversea study. Six participants quoted immigration being their reason to study abroad. For participants who have children, it is an even more careful process to go through since their children's future depends on their immigration status. In addition to immigration purposes, career development and getting a master's degree are also common reasons that motivated the participants to come to Canada. Consequently, Wang (2017, p.78) recommended Canadian HEIs focus more on the quality assurance of such degree programs, as the program could be used as a "shortcut to immigration rather than a way to obtain more knowledge."

Student Experience. Li and Tierney (2013) conducted a quantitative study with 38 participants, 36 of whom were Chinese, answering a survey on student experiences in MEd programs. While building on the previous study (Li et al., 2012) on student motivation, this study also shed light on factors that influenced the student experience in the program, including language support, program structure and the use of agents. Regarding language support, it was confirmed by participants that language mentors were helpful. However, the cohort structure that separates international students in the international MEd program from domestic students in regular MEd programs was under much criticism, because it prevented international students to integrate into Canadian society. Such program structure would potentially reduce the speed at which international students improve their English language and social integration. Students were not happy with the curriculum either, with criticism on certain irrelevant courses or lack of practical focus. Lastly, student feedback confirmed the strong influence of agents on international students' school choices and their subsequent study experience in those programs.

The lower admission requirements for the international cohort³ led agents to recommend it over the standard program that is open to both domestic and international applicants, which likely explains why nearly half of survey participants were unaware of the standard program when asked why they chose the international cohort (Li & Tierney, 2013).

Another group of studies provide perspectives of students and instructors regarding the MEd programs guided by Theory of Dropout Behavior and Theory of Acculturation (Liu, 2016; Yu, 2018; Zhou et al., 2017, 2020). A mixed-method study was conducted on 14 survey participants and five interview participants from one cohort of an international MEd program (Liu, 2016). These Chinese participants appreciated the Canadian environment, including the free academic atmosphere — in contrast to the strict and stressful academic environment in China — and the diverse population. They also experienced reduced interference from their parents back in China. A total of 92% of participants reported that the courses were not difficult but using academic English to communicate in class was tough. Additionally, despite a general satisfaction towards the program and the curriculum, only 7% of the participants stated that they would recommend this program to others. Liu also highlighted lingual, cultural, and academic barriers that kept the Chinese students from fully integrating into the Canadian environment as well as other details that require stakeholders' attention. For example, the fact that participants felt unable to fit in with Canadian culture could be attributed to the feeling of “alienating and segregation” (p. 64) caused by university policy that separates these students from domestic students (e.g., students in the international cohort have no access to graduate lounge).

Participants also criticized the course sequencing as being unreasonable since certain

³ International cohort refers to a group of students from different countries who study together within the same academic program, separate from domestic students.

fundamental courses were offered at a later stage instead of at the beginning, which hindered students' learning and consequently caused low participation in the classroom (Liu, 2016).

Zhou led two studies on the experiences of Chinese students in an international MEd program (Zhou et al., 2017; Zhou et al., 2020). The 2017 study adopted a mixed-method design that involved 46 survey participants and 11 interview participants (Zhou et al., 2017). Data revealed that students appreciated the Canadian student-centered pedagogy and the encouraging atmosphere. Feedback on curriculum, however, showed students' dissatisfaction with the fixed course structure and isolation experience. Participants called the regulation weird when different streams of students could only pick certain set of courses. Students expressed interest in multicultural interactions and wished to meet students from diverse backgrounds in class. Regarding the program length, some participants felt rushed to finish the program, since 16 months were viewed as too short for them to develop reflective thinking skills. Language barriers, lack of understanding of the Canadian academic context, and limited social integration hindered students' acculturation process. Participants cited the mental load of processing English, course content, and academic norms as reasons for their classroom silence. All interview participants mentioned the ON Immigrant Nominee Program being one of the reasons they chose this university, indicating the great influence of immigration policy in students' choice of overseas destinations (Zhou et al., 2017).

The 2020 study further explored Chinese students' low participation in classroom activities by inviting eight students and two instructors into individual interviews (Zhou et al., 2020). Other than language barriers and the unfamiliarity with Canadian academic context, the researchers identified underlying factors such as students' job commitments, personal interests, and emotional state for distracting students from participating actively in class. It was suggested

that instructors be more culturally sensitive and adopt strategies suitable for Chinese international students. Additionally, the English Language Improvement Program attended by several participants in all three studies was found to be of little help to the participants when they experienced language and academic barriers in the degree program (Liu, 2016; Zhou et al., 2017, 2020).

An earlier study by Yu (2018) also focused on Chinese students' classroom participation in a MEd program. While Zhou et al. (2020) did not explicitly refer to Yu's thesis, the overlap in focus, methodology, participants, and findings suggests a strong continuity between the two, hence it is included here to add more details. In addition to the main arguments made by Zhou et al. (2020), Yu also addressed student frustration with their limited language competence, despite completing English preparation programs or achieving high scores on standardized English tests. Being placed in international cohorts did not facilitate interaction with domestic students. However, on occasions when students had opportunities to attend classes outside their cohort, they gained more experience interacting with domestic students, many of whom were Canadian teachers. Additionally, Yu (2018) explored student motivations for enrolling in this program and found that education agents significantly influenced their program choices.

Two more studies made similar statements regarding the language, cultural, and academic barriers encountered by international students in an international MEd program (Liao, 2022; Preston & Wang, 2017). A possible explanation of students' academic challenges is the conflict between the behaviorist teaching approaches informed by Confucianism that Chinese students are accustomed to and the social constructivist learning environment that is common in Canadian higher education (Preston & Wang, 2017). Through semi-structured interviews with 21 Chinese international students, Preston and Wang also revealed that approachable instructors,

improvements in English, and practical experience were the positive features of the program. Liao's (2022) research built on the Confucianism cultural perspective by exploring how six Asian students' worldviews shifted during their MEd journey. While challenges existed in critical thinking, English language, cultural differences, and lack of career choices, the students reported growth on various fronts that contributed to worldview development. Particularly, Liao noted the lack of opportunities for the international students to mingle and speak English with domestic students due to the Asian dominant homogenous environment in the international MEd program. Another major concern the participants voiced was the limited career choice due to the program's focus on "cultivate your thinking" rather than leading to a teaching qualification (p. 100).

Student-Teacher Identity Development. One unique type of the MEd program focuses on teaching English or languages, which is the research interest of several scholars from Simon Fraser University (e.g., Ilieva, 2010; Ilieva & Ravindran, 2018; Itoi, 2019; Philpott & Ilieva, 2024). Based on data collected through interviews, focus groups, assignments, text vignettes, and dialogues, the researchers discussed in depth how the curriculum (and its design) and program discourse afforded possibilities for the students to develop their academic and professional identities (Ilieva et al., 2015; Ilieva & Ravindran, 2018; Philpott & Ilieva, 2024). In particular, the program has had "strong material effects" (p. 12) on students, embodied in changes in students' knowledge and belief systems, teacher identities, social relations, and ultimately the "third space" (p. 11) that the graduates negotiated between their local context and the program discourse (Ilieva et al., 2015).

Despite the focus of these studies on teacher identity, the researchers, when introducing the program context and student characteristics, confirmed some program features as revealed in

other studies in this section, including the cost recovery financial model⁴, program length (typically four semesters), student demographics (mainly Chinese), cohort nature, and prescribed curriculum (Beck et al., 2007; Ilieva & Waterstone, 2013). While the similarities between this program and other MEd programs discussed so far suggest a pan-Canadian model of MEd programs training predominantly Chinese students in a somewhat *segregated* way, the fruitful and in-depth research on curriculum, program discourse, and teacher identity demonstrate the unique value of such programs to the understanding of internationalization of Canadian higher education.

Instructor and administrator Experience. A small volume of study involving instructors and administrators reveals persistent challenges and a cautious optimism for improvement (Beck et al., 2007; Beres & Woloshyn, 2017; Zhou et al., 2020). Earlier studies highlighted that instructors and administrators struggled in finding the “philosophical incentive for the business of International Education,” questioned the preparedness of a western curriculum for a group of Chinese students, and criticized the isolation of international students (i.e., the cohort format) from domestic students (Beck et al., 2007, p. 7). However, researchers felt optimistic that internationalization strengthen education as a transformative endeavor (Ilieva, 2010).

Despite these issues, educators have shown commitment to fostering student engagement by drawing on student prior knowledge, addressing language barriers, and encouraging collaborative learning environments (Beres & Woloshyn, 2017). These methods highlighted the areas requiring attention in this international setting, such as different knowledge bases, English

⁴ “The term ‘cost-recovery program’ reflects the official discourse employed in the institution ... to designate a program whose cost is entirely covered by the tuition fees students pay to participate” (Ilieva, 2010, p. 366).

language barriers, and classroom norms. While demonstrating an effort to facilitate learning among this group of Chinese students at a Canadian university, Beres and Woloshyn (2017) also discussed in-depth how the cohort model might both benefit and hinder student learning, enriching literature findings on the cohort model in MEd programs (Li & Tierney, 2013, Liu, 2016, Yu, 2018). However, difficulties in classroom participation persist, suggesting that program structures may inadequately support international students' academic and social integration (Zhou et al., 2020). Although some practical solutions are proposed, these studies reveal a research gap, highlighting the need for more input from instructors and administrators to assess program effectiveness.

Other Relevant Literature

The focus in this section expands to studies on similar programs or/and in other contexts. While Johnson et al. (2018, p. 43) mentioned the aggressive “revenue-generating ‘innovations’ such as professional master’s degree programs” at UBC and Ontario Institute for Studies in Education (OISE), available literature provides limited perspectives into how things are done in those high-profile HEIs. A group of researchers with connections to UBC critically reviewed a joint MEd program between UBC and Northeast Normal University (NENU) in China with a focus on student experience (Fang et al., 2016). Kerekes (2022) from OISE reported a successful collaboration project between a community center and 15 graduate students (not limited to international students) to make up for the lack of hands-on research opportunities in the MEd program. Shifting attention overseas, one British study led by Fakunle (2016) drew attention to the critical thinking skills of students in a one-year international MEd program while Australian researcher Rogers (2019) discussed the teaching of educational leadership to international students. In the context of Asia, scholars from Hong Kong explored students' motivation,

experience, and writing skills in MEd programs (Cheung et al., 2019; Li & Hu, 2018; Yang et al., 2020, 2021). Together, these studies offer varied insights into practices within faculties of education across different global settings that provide course-based masters' programs targeting international students.

One model of MEd education, which involves international students, particularly Chinese students, is a joint program. Fang et al. (2016) reviewed one such program between University of British Columbia (UBC) in Vancouver, BC, and Northeast Normal University (NENU) in China while questioning the discourse of victory and failure. The 14 participants, all 22-year-old females, took four courses in year 1 at NENU and six more courses in year 2 at UBC. Researchers conducted two rounds of interviews, a 20-item survey, and collected students' reflective journals and final evaluation of the program upon graduation. Focusing on expectations, feelings, attitudes, and experiences of students in the program, the researchers extracted four themes including Chinese students' silence in western classrooms, making sense of Canadian schools, the informal and hidden curricula, and the engagement with an imagined community. Participants spoke highly of the curriculum, be it formal courses or informal learning, yet despite the high academic standards and strict entry requirements of the program and first year preparation in their domestic institution, students in this program had much in common when it came to issues in the program. Participants experienced low classroom participation, lack of knowledge of the Canadian education system, and a tendency of staying in the Chinese comfort zone. Researchers discussed how the education agenda of the program came short due to underlying conflicts in rationalizing this joint program as an internationalization effort: NENU wanted prestige while UBC needed money. Other similarities that this program bore with the international MEd program include the short length (one year versus 16 months),

no teaching credential granted upon graduation, and the potential use as an immigration springboard. The researchers concluded that this program “was an empty success at best” but could also be “characterized as a brilliant failure,” because it did afford students opportunities to enrich their study abroad experiences and explore outside of what the program intends to offer yet failed the program expectations in many ways (Fang et al., p. 158).

While the UBC above study pointed out some existing issues in those master’s programs, a professor at OISE explored opportunities for international students to gain hands-on research experience, to make up for the lack of such experience in the course-based MEd program (Kerekes, 2022). The majority of the OISE students were MEd students. Particularly in the language education and applied linguistics concentration, over half were international students in the 2017–18 academic year. A collaboration between a community center and 15 graduate students provided much-needed research skills training for these students. Unexpected benefits included language learning for both English language students from the community center and graduate student researchers, while challenges in collaboration highlighted the need to refine teamwork strategies. The research recommended that future efforts should focus on enhancing collaborative research through an intercultural lens, offering practical solutions for developing research skills (Kerekes, 2022).

Studies on MEd programs for international students or with a high representation of international students, though sporadic and conducted in other countries, share some commonalities with the MEd programs in Canadian context. Fakunle et al. (2016) interviewed six international MEd students’ critical thinking ability guided by the concept of critical thinking. The program under examination is a one-year Master of Science in Education program at a Scotland institution. The majority of students in the program were Chinese, with an average age

of 24.5, resembling those in Canadian international MEd programs. Despite students' ability to meet degree requirements, it was pointed out that students needed guidance on the concept of critical thinking as well as opportunities to implement critical thinking.

Similarly, several MEd programs in Hong Kong universities enrolled a large number of Chinese mainland students, with flexible requirements regarding applicants' educational backgrounds and relevant work experience, a cohort-based structure, relatively short program cycle, and the majority of students being females in their 20s (Cheung et al., 2019). Specifically, Cheung et al. (2019) highlighted the academic rationale as the most important factor influencing study destination choice. While participants expressed a strong desire to return to mainland China, the lack of a Hong Kong teaching certificate seemed to contribute to this decision. Meanwhile, researchers have explored this group of students' academic development, highlighting the importance of co-constructing research topics and using 'supervisor as coauthor' as a successful strategy. Students demonstrated long-term academic commitment, though their agency in research design varied based on personal backgrounds and English proficiency (Yang et al., 2020). Students showed long-term academic commitment and actively navigated writing challenges with the help of supervisors. (Yang et al., 2021).

Studies discussed in this section, though not directly addressing the MEd programs catering to international students in the Canadian context, offered pertinent insights for stakeholders of the Canadian MEd programs to conceptualize and rationalize internationalization in their own contexts. The studies, to various extents, encompass the four categories (academic, economic, political, social) and four levels (individual, institutional, national, regional) as argued by Knight (2021). Tensions and unintended impacts, such as , that arise during internationalization should not be overlooked but carefully examined to balance different

ideological stances and sustain internationalization (Stier, 2004). My research contributes to this perspective by mapping how seven Canadian HEIs articulate internationalization through their practices in MEd programs.

Chapter Summary

Informed by a pragmatic research approach, this research adopted an abbreviated version of Knight's (2021) rationales driving internationalization, focusing on academic, economic, and social rationales on institutional and individual levels (Mackenzie & Knipe, 2006). This framework provides a foundation for studying institutional internationalization strategies, as Canadian public HEIs face unique and multi-layered responsibilities in their internationalization efforts, requiring them to serve the public good on a global scale while maintaining their financial stability (McCartney, 2021; Stein, 2021; Willis & Taylor, 2014). These responsibilities underscore the importance of Knight's rationales, particularly the social and academic ones, which align with HEIs' public service commitments, but also the more sensitive economic rationale, which justifies institutional effort in securing external funding through internationalization. The inclusion of individual and institutional rationales highlights a focus on local stakeholders as well as a commitment to both individual and institutional goals in the internationalization process.

Although widely acknowledged in relevant literature, Knight's (2021) rationale driving internationalization has not been commonly used as conceptual framework or analytical framework in available studies on the MEd programs, which highlights a disconnect in theory and practical application in research on institutional internationalization strategies. Internationalization strategies serve as formal commitments and guiding documents for HEIs' internationalization efforts (ACE, n.d.; Soler et al., 2022). However, studies show that HEIs face

varying priorities and challenges in developing and implementing these strategies (Buckner et al., 2020; Gao, 2014; Guo & Guo, 2017; O'Connor, 2017; Willis & Taylor, 2014). Based on Knight's (2021) rationales, scholars can address this gap by providing a structured framework for analyzing and guiding these strategies, ensuring that they are aligned with carefully defined motivations and institutional goals.

Knight's (2021) rationales are particularly relevant in the Canadian context, providing a structured framework to evaluate the rationales and practices in the MEd programs. Existing literature shows that students appreciated the student-centered pedagogy and opportunities for cross-cultural exchange, aligning with the social and academic rationales (Beres & Woloshyn, 2017; Liao, 2022; Zhou et al., 2017). However, concerns about course structure, program length, and employment prospects highlight tensions that individual and institutional rationales can help explain (Liu, 2016; Li et al., 2012; Li & Tierney, 2013). Issues such as students' linguistic preparedness and the use of agents also highlight gaps in research on how institutional rationales shape recruitment and administration practices in MEd programs, potentially affecting students (Yu, 2018; Zhou et al., 2020).

Given the complex and changing environment where Canadian HEIs operate, it is challenging to align rationales with actions and outcomes (Anderson, 2015; Brunner, 2022; Legusov et al., 2023; McCartney, 2021; Trilokekar & Kizilbash, 2013; Viczko & Tascón, 2016). The MEd programs serve as a unique multiple-case collection, offering opportunities for in-depth analysis guided by Knight's (2021) rationales on institutional internationalization strategies and program practices. The next chapter presents the research design and specific methods for data collection and analysis.

Chapter 3 Methodology

Through examining eight MEd programs hosted at seven Canadian universities across three provinces, this study explored the rationales and implementation of internationalization in Canadian HEIs. In this chapter, research questions are revisited and connected to the overall research design. Next, the paradigm stance is presented and the compatibility between the research paradigm and a multiple-case mixed-methods design is explained, followed by the details of the specific data collection methods and data analysis. This chapter ends with limitations and ethical considerations.

Research Questions

This study set out to explore the articulation and implementation of internationalization in the MEd programs through answering three sub research questions. The first sub-question, “how do Canadian HEIs formally articulate and rationalize their internationalization in strategic documents?” was answered through a document analysis of publicly available web-based policies regarding internationalization. Additionally, budgets, enrollment reports, and program documents were analyzed to create case profiles, aiding in the interpretation of institutional policies. The second sub-question, which concerns the perspectives of administrators, staff, and instructors on the rationales for internationalization, was answered through survey feedback from these individuals. The third sub-question focuses on perceived student growth in the MEd programs, which was explored using survey data from both instructors and students. Data gathered from the document analysis informed the survey design and was triangulated with survey results to enhance the validity and credibility of the findings (Creswell & Gutterman, 2019).

Research Paradigm

Research paradigm is a lens through which a researcher views and interprets the world (Kivunja & Kuyini, 2017). This lens consists of beliefs and agreements on formulating questions, designing and conducting research, analyzing results, and generating knowledge (Mackenzie & Knipe, 2006; Rahi, 2017). According to Scotland (2012), a research paradigm involves four components including ontology (the study of being or reality), epistemology (the nature and forms of knowledge), methodology (the philosophy, the action plan, and use of specific methods), and methods (the particular techniques for data collection and analysis). Commitment to the chosen research paradigm allows a researcher to conduct valid research as the research paradigm guides the line of inquiries (Kivunja & Kuyini, 2017; Scotland, 2012).

Pragmatism is the research paradigm employed in this study. It derives from “actions, situations, and consequences rather than antecedent conditions (as in postpositivism)” (Creswell & Creswell, 2018, p. 48). Therefore, pragmatism is oriented towards actions. In Morgan’s (2014) writing on pragmatism, research paradigm is defined as the social contexts within which research communities exert their influence on one’s beliefs and actions. Unlike positivists who argue that reality is independent from human understanding or constructivists who insist that reality is created by human understanding, pragmatists claim that such differences could be treated as “social contexts for inquiry as a form of social action” (Morgan, 2014, p. 1049). Therefore, for pragmatists, reality is independent from human understanding, but the interpretation of it is limited by human understanding, while knowledge is a continuing interaction between beliefs and actions (Morgan, 2014). Since knowledge is relational, and reality is non-singular, pragmatists tend to employ practical and plural methods to gain insights into the behavior of their participants (Kivunja & Kuyini, 2017).

Case Study

Case study as a methodology is qualitative in nature, as it seeks in-depth understanding of the issue or phenomenon within its real-life contemporary context; yet it also draws strength from various forms of data to enrich the understanding and build a stronger theoretical base (Creswell & Poth, 2018). As acknowledged by Thomas (2015): “case study is defined not so much by the methods that you are using to do the study, but the edges you put around your case—the direction in which you want your research to go and how far” (p. 21).

A case or a collection of cases can be seen as a bounded unity or system located within real life context (Yin, 2018). Therefore, case study is the study of a bounded system, an entity that separates itself from the broader situation (Creswell & Guetterman, 2019; Stake, 1995, 2006). When the driving force to explore a unique case comes from the researcher’s intrinsic interest, it is called an intrinsic case study; whereas when exploring a case could help researchers illuminate a specific issue other than the case itself, the inquiry process is called an instrumental case study (Creswell & Guetterman, 2019; Stake, 1995). Either way, the case should have specificity and a recognizable boundary to function as a meaningful and manageable research subject (Stake, 1995). In this study, the cases are MEd programs hosted at the seven Canadian universities, while both researcher’s intrinsic interest and recognition of the existing issues in the internationalization process of Canadian higher education serve as the driving force.

Mixed-Methods Research

Mixed-method design integrates both qualitative and quantitative data, as the two sets of data could complement each other and answer research questions better than what one type of qualitative or quantitative research could achieve (Creswell & Guetterman, 2019). Such design is “pluralistic and oriented toward ‘what works’ and real-world practice,” and therefore, aligns with

the pragmatic paradigm that orients towards actions (Creswell & Plano Clark, 2018, p. 89).

Additionally, the different forms of data provide different perspectives into the research issue or phenomenon, thus improving the credibility of the findings (Morgan, 2014).

Mixed-methods Multiple Case Study Design

This research is framed within Stake's (2006) multiple case study design that draws upon both qualitative and quantitative data through documents and surveys. Multiple case study design is useful when researchers intend to examine several cases that have no programmatic link but represent the same issue or phenomenon (Stake, 2006). This design involves several cases where the same phenomenon, characteristic, or condition could be observed (Stake, 1995). It provides a stronger base for theory generation, as data from multiple cases are deemed more compelling and robust (Yin, 2018). Case study is progressively focused, meaning that the organizing concepts or research issues might change during the progress (Stake, 2006). New insights might contribute to or change the conceptual framework employed in this research. Multiple case study allows researchers to "develop an in-depth understanding of the case by collecting different forms of data" and conduct cross-case analysis and comparisons to gain insights into the research issue (Creswell & Gutterman, 2019, p. 477).

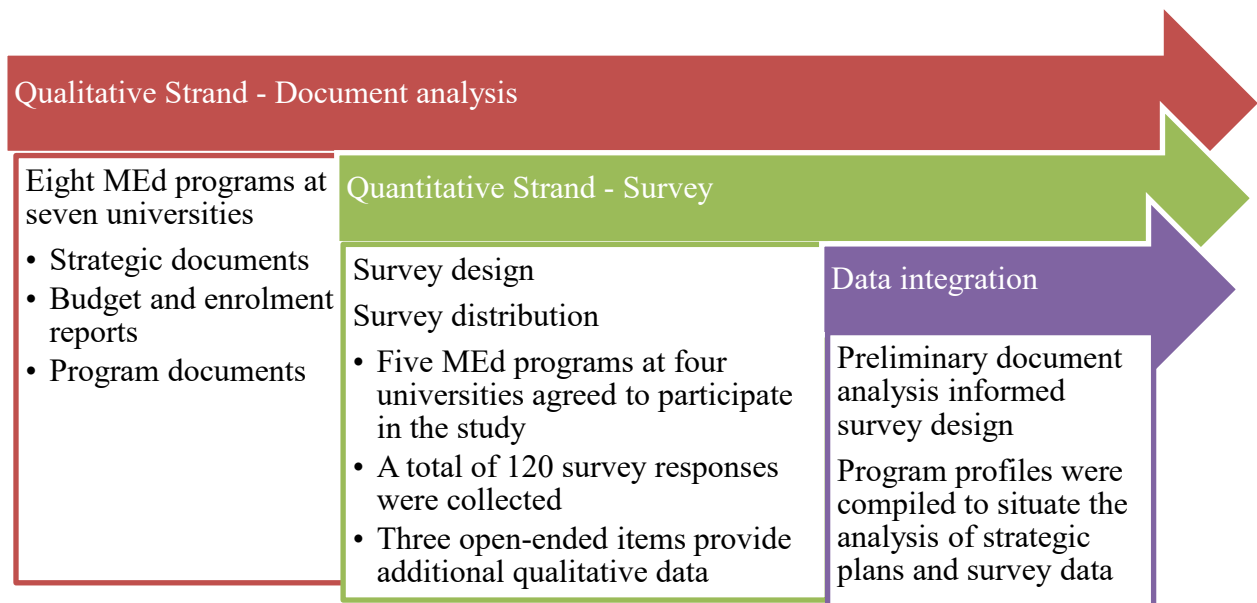
There are also challenges associated with multiple case studies. In addition to the extra time and effort in collecting and analyzing the cases, it requires researchers to balance the amount of attention paid to both the cases and the whole collection of cases, namely a quintain (Creswell & Gutterman, 2019; Stake, 2006). This "case-quintain dilemma," as phrased by Stake (2006, p 7), is both procedural and epistemological in nature since researchers need to decide what is worth knowing and design the research accordingly. However, Stake (2006) also pointed out that this dilemma could be dealt with by arranging a case-quintain dialectic, so that analysis

of the case and the quintain could be contemplated while contending with each other for attention. This study examines each case individually before moving to cross-case analysis to seek specific and general insights on internationalization (Stake, 2006). The case-quintain dialectic thus affords flexibility for the researcher to justify the amount of attention paid to the case or the quintain, aligning with the pragmatic paradigm (Creswell & Creswell, 2018).

A mixed-methods multiple case study design (Figure 2) is a practical choice for this research, since the MEd programs are current, unique cases within the context of internationalization of Canadian higher education. Given the importance of internationalization for Canadian HEIs, such cases are likely to stay pertinent in years to come. In comparison with single case study design, multiple case study provides more generalizable findings, which could be used to inform the rationales of internationalization in Canadian higher education (Yin, 2018).

Figure 2

Visual Representation of Research Design



Selection of Cases

The documents were collected from eight MEd programs hosted at seven universities including University of Prince Edward Island (UPEI), University of Windsor (Windsor), Brock University (Brock), Simon Fraser University (SFU), Thompson Rivers University (TRU), University of Victoria (UVic), and Vancouver Island University (VIU). A detailed record of the programs can be found in Table 3. Three programs/universities were taken out at the survey stage, including the ones at Windsor and Brock (both discontinued) and the one at UVic (declined research invite).

Table 3

Case Overview

HEIs	Program Focus	International Cohort	Length	Continuing
UPEI	Leadership in Learning (Global Perspectives)	Yes	16 months	Yes
Windsor	Curriculum Studies; Educational Administration; Second Language Acquisition, Culture and Society (SLACS)	Yes	16 months	No
Brock	Administration and Leadership in Education; Teaching, Learning and Development	Yes	16 months	No
SFU	Teaching Languages in Global Contexts	No	16 months	Yes
TRU	N/A	No	16 months	Yes
UVic	Curriculum Studies	Yes	2 years	Yes
VIU	Educational Leadership (full-time) Special Education (full-time)	No	2 years	Yes

Though discontinued, a review of the Windsor and Brock programs could yield useful information regarding the program models and operation rationales. Both programs have been established for at least a decade, potentially served as the subject of several relevant studies.

They also offered in-person interviews as a collaborative effort with education agents in China, highlighting innovative recruitment approaches (Wangyi Education Forum, 2015; Wanjia, 2022). In addition, both programs were discontinued during the pandemic (Brock Office of the Registrar, 2021; Windsor University Secretariat, n.d.), suggesting that external events may impact the viability of programs relying on international students. These cases offer valuable insights into the sustainability of internationalization within specific contexts.

The selection process of the eight cases adheres to the criteria proposed by Stake (1995, 2006). The number of cases for a multiple case study should range between four and 10, but it depends on the practicality of the overall design (Schoch, 2020; Stake, 2006). In this study, the eight cases for document analysis could maximize understanding of the internationalization strategy. The four cases for survey are manageable in scope, and they are able to collect perspectives from a wide range of participants. The cases were selected based on the three main criteria, namely relevance, diversity, and representation (Stake, 2006). The cases represent different regions in Canada and have various focus regarding institutional development. This balanced design gives the researcher a great variety of information regarding the research topic (Stake, 1995). The last criteria, presentation, is met since the combination of the different cases is expected to yield rich data on the rationales of internationalization situated in institutional contexts. Overall, this design could effectively alleviate the risk of not getting enough or useful data as in a single or two-case design (Yin, 2018).

Source of Documents and Selection Criteria

The document sources were arranged into three categories including (a) strategic documents, (b) budget documents and enrolment reports, and (c) program documents (Table 4). Strategic documents outline the university's goals, priorities, and strategies, which provide

insights into the university's vision for internationalization and how it integrates with its broader objectives (Buckner et al., 2020). Budget documents, enrolment reports, and program documents can provide contextual information to situate the analysis and provide deeper insight into the underlying rationales that might be less obvious in strategic documents.

Table 4

Source of Documents

University	Strategic Plans	Finance and Enrolment	Program Documents
UPEI	UPEI Strategic Plan 2018–2023	Operating budget 2018–2019 to Operating budget 2024–2025	UPEI MEd webpage; UPEI MEd course description page
Windsor	University of Windsor Strategic Plan 2023–2028	2018–19 Operating Budget to 2024–25 Operating Budget; UWindsor Data Centre Headcount dashboards	Archived program webpages Academic calendars
Brock	Brock University Institutional Strategic Plan 2018–2025	2019–20 Budget Report to 2023–24 Budget Report Headcount reports	Archived program webpages Academic calendars
UVic	Making a World of Difference: International Plan 2017–2022	Planning and Budget Framework 2020–2022 to 2023/24–2025/26 UVic Factbook Table 22 UVic Factbook Table 5b	UVic MEd webpage; program flyer; course description
SFU	SFU Faculty of Education (FoE) International Strategy 2019–2024	Budget and Financial Plan 2018–19 to Budget and Financial Plan 2023–24	SFU MEd webpage; application & tuition webpage
TRU	Integrated Strategic Planning	Budget 2019/20 to 2024/25 TRU Consolidated Statement of Operations and Accumulated Surplus 2018–2023	TRU MEd webpage; MEd Courses
VIU	Vancouver Island University International Education: Strategic Vision 2017	Consolidated Resource Plan 2017–2018 to Consolidated Resource Plan 2022–2023	VIU MEd webpages

The effectiveness of internationalization in higher education institutions centers on the development and implementation of internationalization plans (Buckner et al., 2020; Childress, 2009). These plans, which often include detailed objectives, implementation strategies, and performance metrics, are not only crucial for delineating the institution's commitment to internationalization but also play an important role in engaging stakeholders in these efforts (James & Derrick, 2019). Moreover, aligning these internationalization initiatives with other strategic priorities within the organization, as observed by Buckner et al. (2020), is essential for securing the support and acceptance of influential stakeholders, thereby ensuring the successful integration of new practices within the organizational framework.

Meanwhile, budget documents highlight the financial priorities and allocations of the university. They provide the economic rationale behind university strategic priorities. In the context of higher education internationalization, analysis on budget document has linked declining public funding for higher education with an increasing reliance on international student tuition (Cudmore, 2005; Kauppinen et al., 2014; McCartney, 2021). To further contextualize HEIs' rationales in internationalization, enrollment reports were used to cross-reference trends in tuition and fees with the enrolment number of various student groups, including domestic and international undergraduate and graduate students.

Finally, program documents provide details about the MEd programs themselves, including program length, highlights, course offerings, support services, and career pathways, for example. As official records of the practices adopted in the programs, they help understand the specific rationales behind the MEd programs, as well as expand knowledge on course-based master's programs as innovative internationalization efforts within Faculties of Education.

To retrieve the documents, university websites and faculty websites were first used to search for the three groups of documents. Strategic or internationalization plans, budget documents, and enrolment reports were readily available for most cases, albeit published at different times. TRU, however, has no dedicated report (i.e., in PDF or publication format) that could be used for analysis. Compromises were made to extract information from its *Integrated Strategic Planning* webpage, where information such as its vision, goals, strategic planning progress were updated (TRU Office of the Provost and Vice-President Academic, n.d.-b). For program documents, information available on program webpages including program structure, relevant courses, admission requirements, student support, and career aspects, was collected. When program webpages did not contain certain information, searches in university academic calendar or faculty website were done to collect information. In the case of deleted or revised webpages, a resort to Wayback Machine, an internet archive website, was used to recover information. The documents collected were categorized and stored on the researcher's One Drive, which is the Microsoft cloud drive service offered through Queen's University. Because the documents are publicly available, rules for the storage of confidential data do not apply.

Survey Participants Recruitment

Three groups of survey participants were recruited from the institutions involved, including administrators and staff members (hereafter admins and staff), instructors, and students. The admins and staff group consists of deans, program leads, program coordinators, and other staff members who were closely involved in the design and/or operation of the programs. The instructor group consists of faculty members and sessional instructors who teach or taught courses to the international students of the programs. The student group consists of current students or graduates from the programs.

A non-probability sampling is employed as participants self-select to take part in the study (Creswell & Guetterman, 2019). Participants were recruited through different strategies including institution-assisted recruitment, direct recruitment, social media recruitment, and word-of-mouth recruitment. International students were mainly recruited with the help of departments that had student contacts and could send out group emails to the listserv. The recruitment started after the ethics clearance from both Queen's University and two of the participating universities: TRU and UPEI (Appendix J). Recruitment of admins and staff, and instructors was conducted mainly through direct email recruitment. Once the ethics clearance was obtained from Queen's University, the researcher invited this group to take part in the survey through emails with letter of information/consent and the attached survey link, or through scanning a QR code on a poster produced by the researcher. The three surveys opened in October 2023 and closed at the end of January 2024. No incentives were provided because of the researcher's budget restrictions.

Survey Design

A survey design involves administering "a survey or questionnaire to sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population" (Creswell & Guetterman, 2019, p. 385). Survey designs are normally used to describe trends, solicit opinions, identify beliefs, and evaluate programs or projects (Creswell & Guetterman, 2019; Rea & Parker, 2014). There are mainly four advantages with survey design (Rea & Parker, 2014). First of all, most people are familiar with surveys as they have taken surveys sent by various companies and institutions for various purposes. Secondly, surveying a fraction of the population means less time and cost than soliciting feedback from the whole population; convenience has been greatly improved with the advance of technology. Thirdly, a well-designed survey helps researchers collect reliable and standardized data that can be

analyzed using different software. Lastly, survey can also be implemented in different sites to examine differences associated with various factors such as location, population, and time.

Despite the popularity and convenience of web-based survey design, it is limited by sampling availability, access issues, and lack of interviewer involvement (Rea & Parker, 2014; Wright, 2006). It can be quite difficult for researchers to establish a sampling frame (i.e., access to email listserv) based on an online community (Wright, 2006). The technological requirements on potential participants to access and answer the survey also limits the survey population (Rea & Parker, 2014; Wright, 2006). Lastly, Rea and Parker (2014) pointed out that due to the lack of interviewer or researcher presence in the web-based survey data collection process, participants might encounter problems that cannot be solved (e.g., needs explanation of a survey item). Such problems can compromise the reliability of the survey if inaccurate responses are submitted.

As no suitable survey instruments were available, three surveys were designed and administered, targeting admins and staff, instructors, and students from the four universities included in the survey (see Appendix A, B, C). The focus of the survey is to solicit opinions from these participants regarding the rationales and practices of internationalization as instantiated in the MEd programs they were involved in. The main information sources for the survey development include preliminary document analysis findings and rationales driving internationalization (Knight, 2021).

The surveys follow a three-part structure, with the first part being demographics items, the second part being six-point Likert scale items measuring agreements, and the last part being open-ended items soliciting more in-depth responses. Demographic items were used to map out the personal characteristics of the participants (Creswell & Gutterman, 2019) and offer insights into group comparison in later stage analysis. Placing demographic items at the beginning of the

survey could also increase the completion rates of this group of questions without compromising the completion rates of the rest of the survey items (Teclaw et al., 2012). In the admin and staff survey, the six-point Likert scale items measure the contribution of the MEd programs to its hosting institution/context on academic, economic, and social dimensions. Whereas in the instructor survey and student survey, the six-point Likert scale items measure student growth within academic, economic, and social dimensions. Lastly, participants were invited to provide positive, negative and other comments on their MEd journey in three open-ended questions. This additional qualitative data offered insights that extend beyond predefined internationalization rationales, capturing more nuanced understanding of participant experiences. Including this type of feedback is particularly valuable because the concept of internationalization may vary greatly among participants, particularly international students (Guo & Guo, 2017).

The scale items were designed and structured essentially around the academic, economic, and social rationales driving internationalization as proposed by Knight (2021). The focus of the admins and staff survey was to determine the extent to which MEd programs were perceived to contribute academically, socially, and economically, to the host institutions or context in which they are operated. Therefore it provided insights into sub research question two. The focus of the instructor survey and student survey was to examine how much growth students achieved in the MEd programs, therefore addressing sub research question three. Taken together, the surveys collect valuable individual perspectives on the rationales driving internationalization, complementing the institutional perspectives that are more dominant in institutional documents.

Data Analysis

Document analysis refers to the systematic procedures taken to review and analyze documents or records relevant to a research subject (Bowen, 2009; Schwandt, 2007). The

formats of documents could vary from public to private and from printed to electronic, but they all provide behind-the-scenes information that helps the researcher gain better understanding of the issue or phenomenon (Bowen, 2009; Patton, 2014). These documents serve three important purposes in the first phase of this research: (a) providing contextual information, (b) suggesting potential survey questions, and (c) triangulating data from survey (Bowen, 2009).

Content analysis was conducted on budget documents, enrolment data, and program documents. Content analysis is to describe or report the characteristics of the documents in an objective and systematic way (Bloor & Wood, 2006; Vaismoradi et al., 2013). In this study, trends in university revenue and enrolment were traced based on documents that contain relevant information from 2018/19 to 2023/24. University budget, in particular the tuition from domestic and international undergraduate and graduate students, as well as headcount of domestic and international undergraduate and graduate students were compiled to provide an overview of case universities regarding their financial health and reliance on international student tuition and fees. Specifically, quantitative content analysis was conducted on 2023/24 budgets of all case universities to determine the frequency of two sets of keywords (Table 5): keywords that indicate international focus (international keywords) and keywords that indicate national focus (hereafter national keywords).

Table 5

Keywords Groups and Examples

Keyword groups	Examples
International focus	international; multinational; transnational; supranational; global; globe; world/worldwide; worldly; cross-border; cross border; foreign; intercontinental; cosmopolitan, universal, planetary; visa; study permit;
National focus	National; domestic; region; local;

In addition, program documents provided a faithful record of each program, detailing aspects such as length, course structure, admission standards, and career outlook. With new programs emerging and older ones being discontinued, preserving detailed information about these programs is crucial for understanding their evolution, assessing their impact, and informing future internationalization initiatives with Faculties of Education. Since the seven universities do not follow the same standard in reporting data, the variances in data were recorded and noted when necessary.

An iterative approach was used to conduct thematic analysis on strategic documents. For content relevant to internationalization, initial codes and theme structures were generated using Knight's (2021) rationales driving internationalization. For academic rationale, references on enhancing academic quality, research collaborations, curriculum internationalization, staff/student exchanges, for example, were coded. For social rationale, mentions such as cultural diversity, global citizenship, student support, member development, community engagement were coded. For economic rationale, references to economic objectives, such as financial sustainability, revenue generation, international recruitment, economic contribution, were coded. Initial codes and themes were revised with new codes added and obsolete codes deleted during the coding process to better capture the focus emerged in the documents and avoid forcing codes into the existing patterns. Qualitative analysis can be highly reflective and requires the researcher to visit and revisit the data to develop meaning and refine focus (DPhil & DPhil, 2009). Through an iterative thematic analysis, patterns and themes across the documents could be identified, analyzed, and reported (Braun & Clarke, 2006).

It should be noted that while UVic and VIU have dedicated internationalization plans, which are classified as Distinct Document⁵ (Childress, 2009), the Faculty of Education at SFU has a faculty level internationalization plan (SFU FoE International Strategy 2019–2024), which falls into the category of Unit Plan⁶ (Childress, 2009). For the rest of the universities (UPEI, Brock, Windsor, TRU), institutional level comprehensive strategic plans were used for analysis, which could be classified as Institutional Strategic Plan⁷ (Childress, 2009). Content irrelevant to internationalization were also analyzed to extract other strategic priorities mentioned in the general institutional strategic plans. These findings were later used together with participant responses to a survey question regarding the institutional strategic priorities to better understand the importance of internationalization in those four institutions that have no dedicated internationalization plans.

To produce robust and rigorous themes, the research followed the six phases of thematic analysis including (a) get familiar with data, (b) initial coding, (c) categorize codes into themes, (d) review themes, (e) refine themes, and (f) report findings (Braun & Clarke, 2006). Data extracted from the documents was used to answer the first sub research question, how Canadian HEIs formally articulate and rationalize their internationalization in strategic documents. Additionally, preliminary findings from documents analysis were used to shape survey questions and increase the validity and reliability of the survey (Morgan, 2014).

Survey. Survey data analysis consists of three parts: descriptive analysis, inferential analysis, and thematic analysis of qualitative data collected from the three open-ended items. The demographic items provide useful information as to the characteristics of the participants. The

⁵ Documents devoted to internationalization strategies.

⁶ Unit level strategic documents that align with internationalization priorities.

⁷ Institutional level strategic documents that include internationalization components.

scale items report the central tendency of the data by providing mean, median, interquartile range, and standard deviation statistics of participants opinions on the rationales and practices of MEd programs (Creswell & Guetterman, 2019). For inferential analysis, Cronbach's alpha was calculated to determine the reliability of the scales (Creswell & Guetterman, 2019; Tavakol & Dennick, 2011). As the survey is structured around the academic, economic, and social rationales proposed in the conceptual framework (Knight, 2021), factor analysis was performed to verify the construct of each rationale. Independent sample t-test or analysis of variance were also conducted to search for group differences (Creswell & Guetterman, 2019). Lastly, the open-ended questions add insights into participants' experience in the MEd programs through adding qualitative findings (Rea & Parker, 2014).

The scale items in the survey adopted a six-point Likert scale, including (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree, and Not Applicable. Likert scale is one of the most commonly used survey response scales, therefore is expected to have a wider acceptance among the participants. The non-applicable option improves clarity in response through giving participants the choice to differentiate between a neutral opinion and not-able-to-offer opinion (Chyung et al., 2017). The scale is interval so that items could be combined, and further statistical calculation can be conducted on the items (Joshi et al., 2015).

Limitations and Ethical Considerations

Some limitations to the study include researcher bias, sample bias, and time constraint. The researcher has extensive knowledge of the MEd programs, therefore might have some pre-existing bias that might interfere with data analysis. For example, the researcher used to work at an education agent company where the common understanding was that MEd programs for

international students were “easy” programs to send “average or bad” students to. This might drive the researcher to look for negative traits or comments of the MEd programs from documents and survey data. To offset the researcher bias, a personal statement was provided in the first chapter, while data triangulation was implemented to strength the accuracy of the findings (Creswell & Gutterman, 2019). The sample bias of this study derives from the concern that only people who are interested in the topic (e.g., those who have really good or really bad experiences) would self-select to take part in the study. Such bias has been made explicit to remind readers and suggest future research.

Application for ethical clearance was submitted to the Education Research Ethics Board (EREB) and the General Research Ethics Board (GERB) at Queen’s University. The risks for participants were considered minimal. Participation was on a voluntary basis and participants could withdraw from the research at any time point prior to the final dissertation draft being completed. The contact information of individual participants was available to the researcher if participants were interested in receiving research findings. The nature of the research topic did not elicit negative or extreme emotions. For admins, staff, and instructors, this research was an opportunity to review the rationales and operation of the MEd programs, as well as feedback from current/graduated students. For students, this research offered a channel to evaluate their experiences in the program. The findings could also help the institutions to potentially improve their MEd programs or adjust their internationalization rationales and practices.

Confidentiality of the data in this research is protected. Data from the survey are only accessible by the research team (i.e., researcher and supervisor). Qualtrics is a recognized platform by Canadian higher education institutions to conduct academic activities therefore are widely accepted. Study data is stored in Queen's University's secure, online file hosting platform

Microsoft OneDrive, in a password protected folder that only the research team has access to. All data uploaded to OneDrive at Queen's University are stored within Canada. OneDrive at Queen's University is protected by the enterprise-level security from Microsoft. Through OneDrive, data access to files and folders is limited to the user account; and the data is encrypted in transit and at rest. Additionally, a backup copy of the data was stored on an encrypted USB drive. The data will be kept secure for at least five years per Queen's University Policy, after which the de-identified data and any identifying files will be destroyed.

Chapter Summary

This chapter offered an overview of the methodology in this study. A multiple case design was adopted and both qualitative and quantitative data were collected. Multiple case study design allows researchers to gain in-depth understanding of the phenomenon or issue represented by the cases (Stake, 2006). Eight MEd programs at seven Canadian universities were chosen as a collection of cases to provide insights into the rationales and practices of internationalization in Canadian higher education. In this multiple case study, qualitative data from document analysis and open-ended questions in survey as well as quantitative data from web-based surveys were collected and integrated to depict the rationales and practices of internationalization as implemented in the MEd programs. The research design also allowed the researcher to maintain a progressive focus as the study unfolded so that there was flexibility for the organizing concept and research issue to change (Stake, 2006, 2010). Overall, the methodology outlined in this chapter supports the research goal to answer the research questions. Chapter 4 presents case profiles of the seven universities based on document analysis.

Chapter 4 Case Profiles

The main objective of this research was to examine the underlying rationales and the implementation of internationalization at seven universities offering MEd programs catering to international students. A mixed methods approach within the scope of a multiple case study was adopted, drawing on data from two sources: web-based documents and survey (Creswell & Gutterman, 2019; Yin, 2018). In this chapter, synthesized analysis based on (a) budget and enrolment reports, (b) program descriptions, and (c) strategic plans are presented in case profiles. Information from each university is presented, following the structure of enrolment and finance, strategic plan analysis, program profile, and a summary. Institutional data on enrolment and finance, as well as an introduction of the MEd programs focusing on program layout, admissions, and course setup, provide contextual information for a better understanding of the internationalization strategies and practices in the MEd programs.

The seven HEIs are small to medium-sized, generally regarded as comprehensive or teaching-focused institutions, since none of them belong to the U15 research university group (U15 Canada, n.d.). Data summarized in Table 6 underscores HEIs' reliance on both international enrollment and international tuition fees (Balfour, & Milovick, 2023b; Brock, n.d.-g; Brock Institutional Planning, Analysis & Performance, n.d.-c, n.d.-e; Jung, 2023; SFU Finance, n.d.-f; TRU Integrated Planning & Effectiveness, 2024; UPEI, n.d.-g; UVic, n.d.-g; Windsor, n.d.-f; VIU, 2024; VIU Office of University Planning and Analysis, n.d.-e). It should be noted, however, that due to variations in reporting mechanisms and update frequency across cases, these figures represent a high-level summary of each institution's specific context. Further details can be found in the enrolment and finance section of the case profiles. Additionally, in the budget documents, most universities use the term “international” primarily in reference to

internationalization efforts. Only Brock and SFU demonstrate a more diversified use of terms like “global” and “world,” employing them to describe a broader scope of activities, such as global context and international outreach. Given this context, providing course-based master's program geared towards international students for external funding seems like an innovative revenue-generating internationalization effort within those faculties of education.

Table 6

International Enrolment and Tuition/Fee Contribution 2023/24

HEI	International Enrolment	International Tuition & Fees
UPEI	35%	50%
Windsor	30%	62%
Brock	12%	39% ^a
TRU	26%	65% ^a
SFU	21%	47% ^b
UVic	17% ^c	37%
VIU	15% ^c	42%

Note. ^aOnly tuition, no fees.

^bOnly international undergraduate tuition.

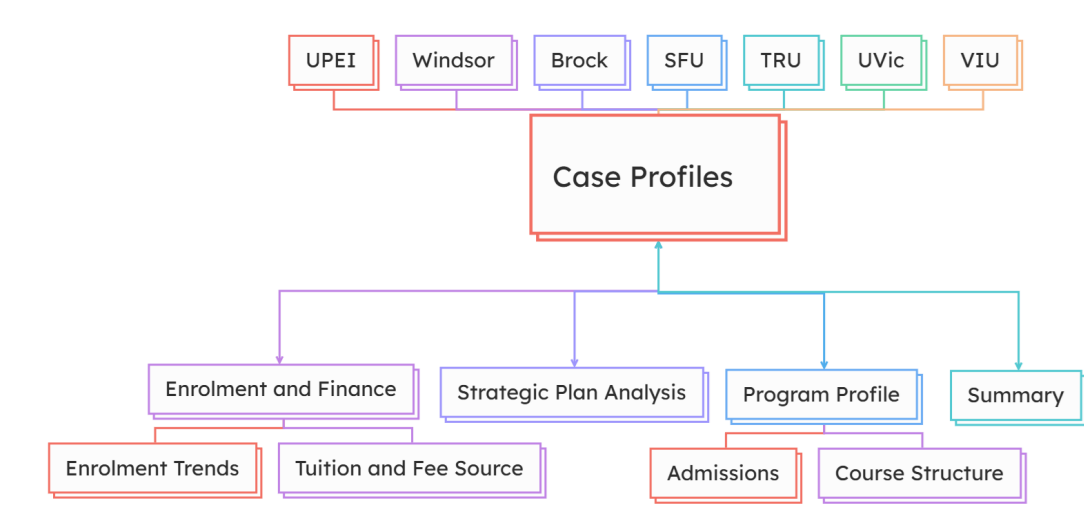
^cFTE enrolment data.

The program profile sections illustrate commonalities and differences across the eight MEd programs (Figure 3). These sections also explain program features such as student-centered pedagogy, cross-cultural exchange opportunities, and concerns around student demographics, course structure, program length, and employment prospects. Additionally, the profiles reveal gaps in addressing linguistic preparedness and the role of agents in recruitment, as noted in existing literature (Beres & Woloshy, 2017; Li & Tierney, 2013; Liao, 2022; Preston & Wang, 2017; Zhou et al., 2017). Typically spanning 16 months, these course-based MEd programs tend to have seven to eleven courses, with varying numbers of electives and additional components

such as projects, capstone seminars, or research courses. Admissions requirements generally include a minimum GPA (typically around 70% or 3.0/4.33), IELTS scores between 6.5–7.0, and relevant professional experience as an asset, but not a hard requirement in most programs. Five out of the seven universities offer preparatory or ladder programs housed within the university or in a collaborative effort with third party pathway colleges.

Figure 3

Overview of Case Profile Section Structure



A major theme extracted from the documents is that when strategizing their internationalization efforts, the seven universities tend to combine different rationales, with a heightened focus on social and academic rationales, often intertwined, in strategic and program documents. This point is evident in the frequent references to solving global challenges and contributing to wider community through academic excellence such as international research partnerships and curriculum diversification.

Institutions do not commonly address economic rationale in strategic documents. Instead they predominantly employ an institutional perspective when they do so, leaving little space for considering the economic rationale of international students. The institutional economic rationale

focuses on international student enrollment and tuition fees, which are strongly emphasized in budget and enrollment documents but understated in strategic documents. The program documents provide insights into program structure, admission practices, and curriculum focus; however, they fall short in offering meaningful information on career prospects for the international students, another oversight (or avoidance) of the individual economic rationale.

In the following sections, case profiles are presented to nest the integrated analysis on the internationalization strategy and practices within the MEd programs. It is worth noting that the content analysis of budget documents, located at the end of each enrolment and finance section, was completed prior to the publication of 2024/25 budgets, therefore based only on 2023/24 budgets rather than reflecting the most updated institutional focus. However, data from 2024/25 budgets was added to other applicable sections, and a quick scan of the 2024/25 budgets on IRCC policies and international student cap was incorporated into the discussion chapter to support arguments about the impact of IRCC policies on institutional strategic planning.

University of Prince Edward Island

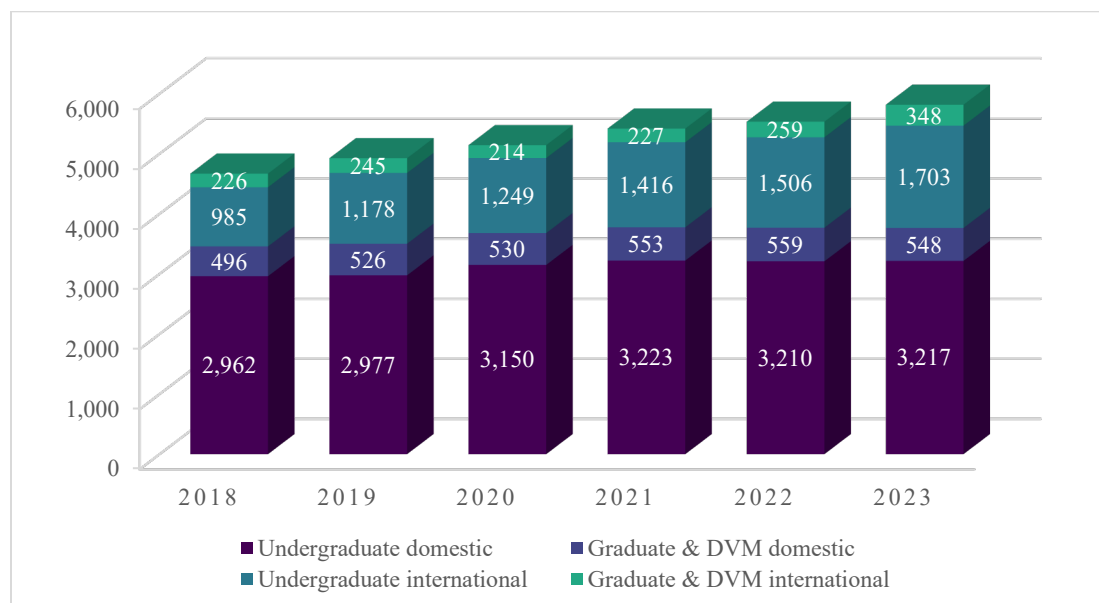
Enrolment and Finance

UPEI had an enrollment of 5,816 students with 35% (2,051) being international students as of October 1, 2023 (UPEI, n.d.-g). The 2023/24 tuition and student fees were budgeted at 60 million with 18 million marked as international fee: international students at UPEI pay international fee (\$801 per course or \$8010 per year, subject to yearly change) plus tuition (same rate as domestic students) for 2023/24 academic year (UPEI, n.d.-f). Since UPEI does not publish tuition figures based on international or domestic students, it is estimated that international tuition and fees (domestic rate tuition plus international fee) accounts for 50% or more of the tuition and fee revenue in 2023/24 budget (UPEI, n.d.-f).

Data compiled from UPEI budget documents spanning 2019/20 to 2024/25 indicated substantial growth in enrolment (UPEI, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e, n.d.-f, n.d.-g). According to these budget records, total enrolment increased by 25% between 2018 and 2023, reflecting a steady rise in the number of students choosing UPEI for their education. One pillar for enrolment growth is an expanding population of international undergraduate students, which grew 73% from 2018 to 2023. Other student populations grew as well, as shown in Figure 4. However, since UPEI does not publish student visa status (domestic or international) and study level (undergraduate or graduate) by faculties and departments, there was a lack of information on the specific student sources in different disciplines. Additionally, the impact of the IRCC policy changes is becoming evident, as the latest data on UPEI’s international enrolment indicates a 7% drop for Fall 2024, mainly due to the decrease in undergraduate international students (AAU, 2024; Andrews, 2024).

Figure 4

UPEI Enrolment Trends

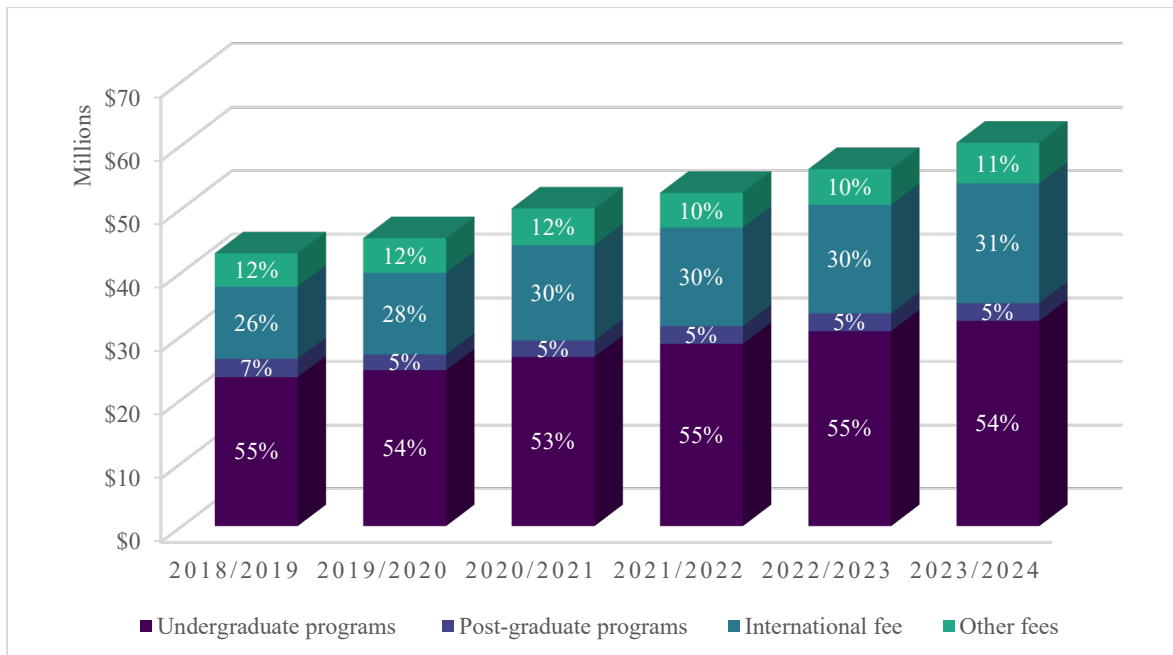


Note. DVM (Doctor of Veterinary Medicine)

UPEI’s operating budget achieved a 16% growth from 140 million in 2018/19 to 163 million in 2023/24, with revenue from international students growing from 11 million to 18 million (Figure 5) (UPEI, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e, n.d.-f, n.d.-g). However, the trend is likely taking a turn due to the latest events with IRCC policy changes (Andrews, 2024; Government of Canada, 2024a, 2024b, 2024d). As for Faculty of Education where the MEd program is hosted, a 28% growth (2.7 million to 3.5 million) in budget happened in the same period, while the tuition for the program went from 16,414 to 18,430, a 12% growth rate in 6 years (UPEI, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e, n.d.-f, n.d.-g). Again, due to the lack of specific data on tuition source by faculty, it is not feasible to determine the exact amount of tuition coming from students in the MEd program for Faculty of Education.

Figure 5

UPEI Tuition and Fees Source



The UPEI Operating Budget for the 2023/24 Fiscal Year features an economic rationale, focusing primarily on fees and enrolment when mentioning international aspects, with no mention of funds allocated for supporting internationalization (UPEI, n.d.-f). “International” was mentioned 12 times in main body (excluding appendix), with four times associated with international fees and eight times associated with international enrolment. “Global” was mentioned one time and was associated with global representation. Other international keywords were not mentioned. In comparison, “domestic” was mentioned twice regarding domestic tuition rate while “region” was mentioned twice: once regarding lowest administrative cost and the other regarding lowest undergraduate tuition. A search of keyword “international,” “global,” “world” did not return any specific information of funds allocated to supporting internationalization or international students. Overall, “international” has a strong connotation of enrolment and tuition revenue, as indicated both by the overall emphasis on international student enrolment and tuition revenue in the budget documents, as well as the frequency of keywords and the focus of the sentences containing the keywords (Table 7) (UPEI, n.d.-f).

Table 7

UPEI Keywords

	Frequency	Keywords	Frequency	Keywords	Frequency
International	13 (76.5%)	International	12 (70.6%)	Enrolment	8 (47%)
		Global	1 (6%)	Fee	4 (24%)
		Domestic	2 (12%)	Diversity	1 (6%)
Domestic	4 (23.5%)	Region	2 (12%)	Fee	2 (12%)
				Low tuition	2 (12%)

Strategic Plan Analysis

UPEI does not have a dedicated internationalization plan, but its internationalization ambition and efforts can be seen throughout the *UPEI Strategic Plan 2018-2023* (UPEI, 2018),

which is framed predominantly within a social rationale, marked by community development, fostering cultural awareness, addressing global challenges, and preparing global citizens. It also highlighted academic excellence in the context of global education and community partnership, complemented by strategic considerations of economic sustainability. The following analysis will focus on relevant sections to identify the focus and rationales (UPEI, 2018).

The document starts with a message from the President and a section on reconciliation, both advocating for community transformation and global betterment—elements indicative of a social rationale (UPEI, 2018). The *Our Vision* section demonstrates UPEI's balanced emphasis on program quality and student learning outcomes, aspiring for graduates to significantly contribute to global betterment and showcasing a combination of academic and social rationales. The university highlights its position as a provincial university, concerned by issues such as population decline, cultural diversity, and economic development, which justify its international recruitment effort. UPEI also described its achievements with details, highlighting economic and academic rationales through the development of globally focused programs, establishment of an overseas campus, and expanding its Faculty of Graduate Studies to amplify UPEI's international research impact (UPEI, 2018).

The main content in this strategic plan includes five strategic priorities for 2018-2023 period: *Education for a Connected World; Inclusive Campus Culture; Scholarship, Research, and Discovery; Community Partnerships; and Responsible Growth and Resource Management*, which touch on all three rationales. However, academic rationale has a stronger presence in the first priority, while social rationale and economic rationale more visible in other priorities (UPEI, 2018). Specifically, in *Education for a Connected World*, UPEI reiterates its commitment to academic excellence in knowledge generation, graduate quality, and multidisciplinary programs.

The pursuit of solutions to global challenges and enhancement of students' global perspectives through internationalization efforts both at home and abroad also reflect a robust social rationale. *Inclusive Campus Culture* underscores the goal of fostering a world-class learning environment by understanding and engaging the international student body and encouraging their involvement in international experiences, aligning with both academic and social rationales (UPEI, 2018).

In contrast, the *Scholarship, Research, and Discovery* section only briefly mentions internationalization, emphasizing global problem-solving through knowledge production and reflecting an academic rationale (UPEI, 2018). The *Community Partnerships and Responsible Growth and Resource Management* sections, though having limited coverage on internationalization, encompass all three rationales by highlighting its pursuit of partnerships with global communities for quality education, resource growth, and ultimately “contribute to the social, cultural, environmental, and economic sustainability of our communities in ways that enrich the lives of community members” (UPEI, 2018, p. 15).

Program Profile

The UPEI MEd in Leadership in Learning (Global Perspectives) program is a full-time, 16-month, cohort-based program for international students (UPEI, n.d.-h). Based on the program description, students are expected to explore theoretical and practical aspects of education in various contexts as to gain “competencies as educators and global citizens” (para. 9). The program not only highlights further promise of “extensive practical experiences in diverse educational settings...[and] wide range of opportunities to interact with domestic and international students...[and] local cultures” (para. 11). The program also suggests that students could take certificate training in early childhood education or adult education. In other sections of the description, it is noted that this “research and theory-oriented” program does not lead to

teacher's qualification and a link to the BEd program is provided for those individuals who wish to become a public-school teacher (para. 10). The length of the 16-month program and relatively low tuition rates were also mentioned in program highlights (UPEI, n.d.-h).

Admissions. The program does not limit the educational background of applicants but require applicants to have at least two years of education-related experience (UPEI, n.d.-h). An average of 70% in the last 20 courses is the minimum requirement; however, applicants with lower GPA or without a degree might also be considered for admission. Graduate English Academic Preparation housed within the UPEI English Language Centre is offered for students with less than direct entry language scores (IELTS overall 7, writing & speaking at 7 and reading & listening at 6.5) (UPEI, n.d.-h). UPEI also accepted students from ICEAP (UPEI, n.d.-i).

Course Structure. Regarding courses, the program follows a curriculum which includes 10 courses: seven compulsory courses and three elective courses to be chosen from a pool of 17 elective courses; however, the 17 elective courses listed are subject to the availability of the specific courses at any given term (UPEI, n.d.-h). The course structure reflects the focus of this master's program namely leadership and educational research. The seven compulsory courses cover a range of foundational topics such as research methods in education, theories of research and learning, educational leadership, critical pedagogy, and curriculum leadership. Additionally, students choose one course from a selection focusing on research design (e.g., qualitative, quantitative, action research, program evaluation) or reflective practice and another course from options addressing issues in educational leadership or global/international education. The elective courses cover a variety of topics including leadership, international education, research, one course on multi-literacies and one on learning difficulties (UPEI, n.d.-h).

The curriculum of this MEd program, while rich in theoretical content, lacks in practical application and does not effectively bridge the gap between educational research and classroom implementation. There's a noticeable absence of hands-on experiences, such as internships and real-world projects, which are crucial for preparing students to tackle the practical challenges of educational settings and were promised in the program highlights. For example, the webpage described it as having “extensive practice experiences” (UPEI, n.d.-h, para. 11). Despite intentions of providing students both theoretical and practical aspects of education, the program does not provide clear pathways for students to apply theoretical knowledge in diverse educational contexts or to translate research findings into effective classroom strategies. This shortfall leaves students potentially ill-equipped for the demands of global education. The disclaimer that the program does not lead to teacher qualification and the suggestion for students to take certificate program in early childhood education or adult education acknowledge the program’s practical shortcomings (UPEI, n.d.-h).

Summary

UPEI was on track for increased enrollment and budget expansion—a development partially, if not largely, attributed to the significant rise in international student numbers—before the impact of new IRCC policies took effect (Andrews, 2024). The 2023/24 budget underscores a pronounced economic rationale concerning international students, evidenced by the emphasis on international enrolment and tuition fees and the university’s concerns with local population decrease (UPEI, n.d.-f). Meanwhile, UPEI’s strategic plan demonstrates robust academic and social rationales, focusing on the university’s ambitions to provide high-quality educational programs and achieve academic excellence, alongside fostering a global mindset and addressing international challenges (UPEI, 2018). Notwithstanding UPEI’s success in international

recruitment, the institution likely prefers not to overly highlight tuition revenue or the significant increase in international student enrolment. This point is subtly acknowledged in the strategic framework's achievements section, which noted a 237% surge in international students from outside Canada over the past five years, “the greatest percentage of growth in international students of any North American university” (p. 10). This makes the mention of 'determining UPEI's optimal capacity and student-body mix' (p. 16) in the Responsible Growth and Resource Management section seem like an understatement.

The emphasis on academic and social rationales is partially reflected in the UPEI MEd program, which includes a substantial number of research-oriented courses and aspires to cultivate educational leaders within a global context. The economic rationale seems less prominent, both within the strategic framework—which does not explicitly recognize the economic value of internationalization and subsequent planning—and the MEd program, which lacks a focus on practical outcomes from student perspective, such as graduate employability. Reflecting on the impact of external events such as COVID19 or the more recent IRCC policy changes on international recruitment, UPEI (and universities in a similar situation) could benefit from placing a greater emphasis on the economic contributions of international students within its strategic plan and discussing contingency strategies for managing financial dependency, such as aligning the institutional economic rationale with that of students to improve student recruitment and retention. Overall, UPEI's internationalization efforts reflect varied emphases on economic, academic, and social rationales, with substantial growth in international student enrolment bolstering its economic agenda, while its strategic plan and the MEd program highlight a commitment to academic excellence and global citizenship (UPEI, 2018).

University of Windsor

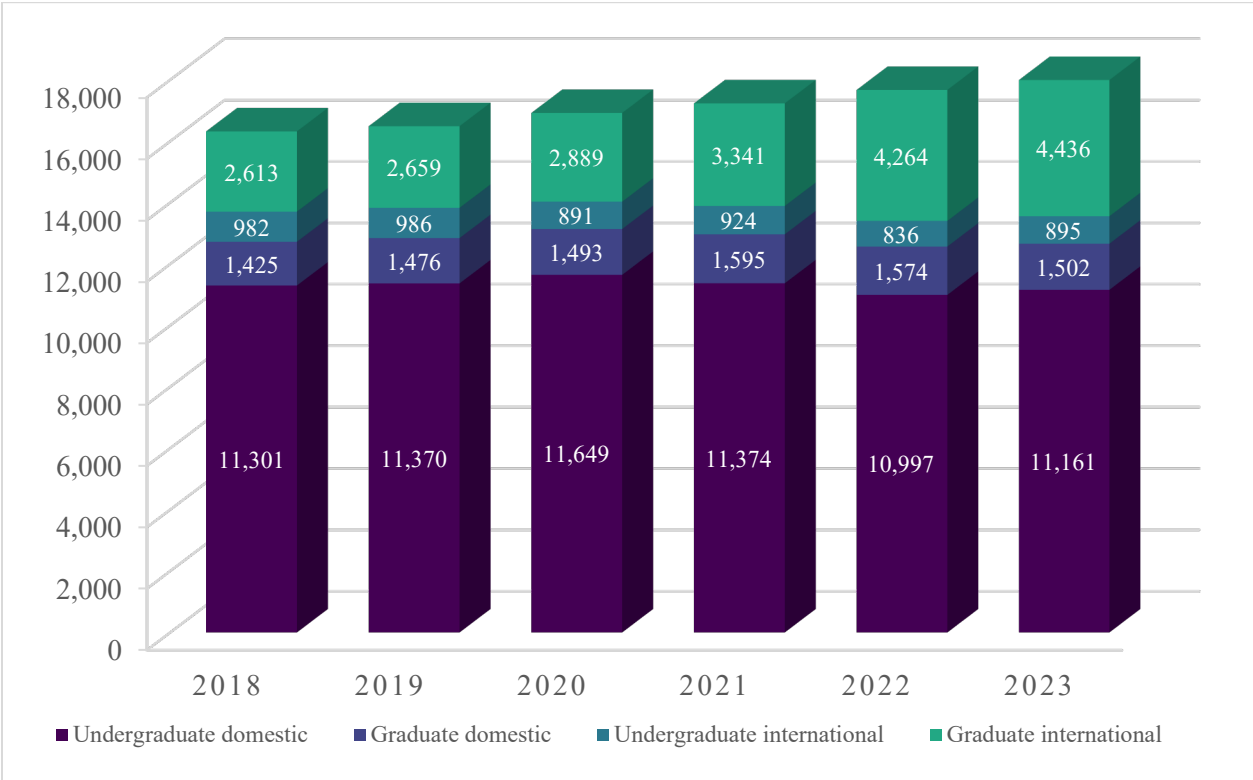
Enrolment and Finance

Windsor had an enrollment of 17,994 students, with 30% (5,331) being international students as of Fall 2023 (Windsor Office of Institutional Analysis, n.d.). Its 2023/24 budget shows that international student tuition (145.8 million) accounted for 62% of total tuition revenue (236.5 million) from undergraduate and graduate programs (Windsor, n.d.-e). Unlike UPEI, where international students enrolled in undergraduate programs contribute significantly to tuition revenue, at Windsor graduate international students outnumber undergraduate international students by nearly six times and contribute to the large share of international tuition (Windsor, n.d.-e; Windsor Office of Institutional Analysis, n.d.).

From 2018 to 2023, Windsor also experienced growth in enrolment (10%) and budget (19%) (Windsor Office of Institutional Analysis, n.d.; Windsor, n.d.-a, n.d.-e). The university has attracted more graduate students, both domestic (5% increase) and international (70% increase), with undergraduate student population remaining stable (Figure 6). Unlike UPEI, which has more international undergraduates, Windsor's international graduate students make up 25% of its student body and contribute 50% of the proposed Fall 2023 tuition revenue (Windsor Office of Institutional Analysis, n.d.; Windsor, n.d.-e). At the Faculty of Education, international graduate students comprised 49% of all graduate population, while international undergraduates accounted for 0.2% of undergraduate population (Windsor Office of Institutional Analysis, n.d.).

Figure 6

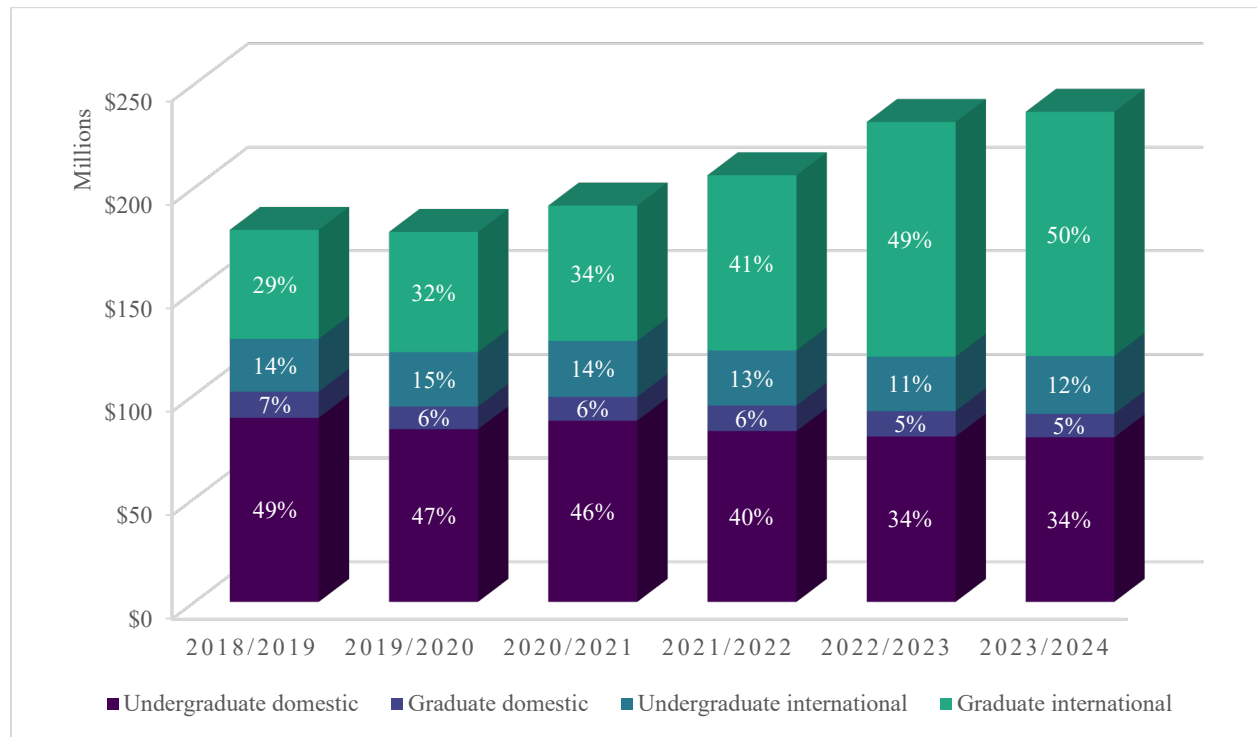
Windsor Enrolment Trends



The enrolment trend is reflected in revenue data (Figure 7), as Windsor’s tuition revenue from international graduates grew from 52.6 million in 2018/19 to a proposed 117.9 million in 2023/24 budget, marking a 115% growth rate (Windsor, n.d.-f). At the Faculty of Education, tuition revenue doubled from \$4.4M in 2018/19 to \$9M in 2023/24, a 105% increase (Windsor, n.d.-a, n.d.-e). It was noted multiple times across the budget documents over 2018/19–2023/24 that international tuition fee is unregulated. Hence, international fees have greater flexibility than domestic tuition in revenue contribution (Windsor, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e).

Figure 7

Windsor Tuition and Fees Source



The Windsor 2023/24 budget document has 38 mentions of international keywords and 28 domestic keywords (Windsor, n.d.-e). Specifically, “international” was mentioned 33 times (16 times on tuition and fees; 14 times on enrolment, 1 time about scholarship, 1 time about international context, 1 time about operation) whereas “domestic” was mentioned 23 times (11 times on fees and 12 times on enrolment). “Global” was mentioned three times (competitiveness, recognition, and partnership); “world” one time (context); “foreign” one time (income). “Local” was mentioned 4 times (twice on enrolment, once on competitiveness and once on partnership) while “region” was mentioned 1 time (demographic context) (Windsor, n.d.-e). The emphasis on international-related terms, particularly in tuition, fees, and enrollment, suggests a strong focus on internationalization, while domestic and local considerations receive comparatively less attention.

The focus on course-based master's programs in Windsor's budget model explains the growth in the number of international graduate students. The 2023/24 budget document explicitly identified engineering, science, and business as the top three faculties attracting many international students to their course-based master's programs, generating the highest tuition revenue (Windsor, n.d.-e). Despite at a smaller scale, the MEd international cohort contributed to the tuition revenue at Faculty of Education in a way similar to that of those highlighted faculties.

The Windsor 2023/24 budget document reflects a relatively balanced focus between international and domestic priorities, with international terms mentioned 38 times and domestic terms 28 times (Windsor, n.d.-e). While international keywords largely center on tuition and enrolment, indicating reliance on international revenue, the frequency of domestic keywords highlights a comparable emphasis on local student engagement. Minimal references to "global" and "local" competitiveness and partnerships suggest that both international and regional ambitions are present, though they share low levels of attention (Windsor, n.d.-e).

Strategic Plan Analysis

The strategic document entitled, *Aspire Together for Tomorrow: University of Windsor Strategic Plan 2023-2028*, published in Spring 2023, was chosen for analysis over the *Moving Toward Campus Internationalization (2012-2013)* because it is more recent, therefore relevant in today's context (Windsor, 2023). However, it has a limited focus on internationalization with only minimal coverage scattered across the document. This analysis will concentrate exclusively on the content pertaining to internationalization strategies and initiatives.

The *Aspire* document starts with a message from the President, which touched on academic rationale and social rationale by highlighting Windsor's commitment to academic excellence and success of the region and its graduates (Windsor, 2023). These rationales re-

emerge in the *Mission, Vision, and Values* section, with Windsor reiterating its dedication to fostering positive changes and enabling transformation through engaged, scholarly endeavors on both regional and global scales. This section delineates a list of values, including *Academic Excellence* and *Community Impact*, which directly reference internationalization aspirations. Other values address broader institutional commitments—*Action on Indigenization; Truth and Reconciliation; Engagement with Students; Environmental Sustainability; Equity, Diversity, and Inclusion; Openness to Change; Prioritizing People*; and *Trustworthiness*. Implicit in the commitment to *Engagement with Students, Equity, Diversity, and Inclusion*, and *Prioritizing People* is the integration of students, staff, and faculty with international backgrounds. This information is supported by previous discussion on the inclusion of multiple parties in the planning processes of this strategic document, which indicates Windsor’s commitment to increasing involvement from its people (Windsor, 2023).

Moving on to the main content in the *Aspire* document, which is the *Strategic Framework*, Windsor discussed in detail their *Foundational Commitments, Strategic Priorities*, and *Strategic Opportunities* (Windsor, 2023). Of the six themes in the *Foundational Commitments, Theme 4: Telling Our Stories and Sharing Our Knowledge* touches on creating “global outreach strategies that reflect institutional priorities” (p. 12). While foundational commitments typically embody abstract values, potentially resonating with social rationale, Windsor adopts a pragmatic stance, identifying actionable items within specific contexts. Nonetheless, internationalization is not extensively featured here. Shifting focus to *Strategic Priorities*, international aspirations here are predominantly driven by social rationale, followed by academic and economic rationales. Windsor asserts that its pursuit of academic distinction is interwoven with the objective of addressing global challenges. The university intends to evolve

into a global study destination, enhance international student experiences, cultivate global partnerships, and develop a globally relevant curriculum. The *Strategic Opportunities* section accentuates Windsor’s ambition to tackle “local and global challenges” (Windsor, 2023, p. 25).

Lastly, the *Realizing Our Strategy* section mentions an *Internationalization Framework* as an imminent project, though no further details are provided (Windsor, 2023). Similarly, the *Strategic Enrolment Plan*, also described as an imminent project, includes considerations for international enrolment and shares a strategic priority with UPEI: determining the ideal mix of international and domestic students. This emphasis underscores the university's pragmatic view of international students, focusing primarily on their economic contributions (Windsor, 2023).

Program Profile

As the MEd program (international cohort) at Windsor has already been discontinued (merged into normal MEd program), this analysis is based on archived program webpages stored on Wayback Machine—Internet Archive (Windsor Faculty of Education, 2021), Graduate Calendar Spring 2021 (Windsor University Secretariat, n.d.), Faculty of Education Masters of Education Program Handbook (Windsor Faculty of Education, n.d.), and a FAQ section about the program on Office of Student Recruitment website (Windsor Office of Student Recruitment, n.d.).

The MEd international cohort webpage started with a note reminding students that the program was a self-funded professional program, and that sufficient financial means was required to complete the program since there was no government funding available. Regarding the main content of this program, three areas of specialization were listed: Curriculum Studies, Educational Administration, and Second Language Acquisition, Culture and Society (SLACS) (Windsor Faculty of Education, 2021). The research internship component was also included

here as a “distinguishing feature of the International Cohort M. Ed.,” and students would work with various partners such as “school board, college, university, and selected community organization leaders.” This internship was purported to help students gain real life experience in addressing practical issues in their field (Windsor Faculty of Education, n.d., p. 21). The rest of the sections included information regarding student ethnicity in this cohort (mainly Chinese), rare opportunities of getting faculty level funding, the course-based nature of the program (terminal degree), a required Pre-Preparatory Program (PPP) for all students, and a couple links leading to Windsor’s International Student Centre and academic support.

From the handbook and graduate calendar, more information about the program structure and focus was extracted. This MEd program was a full-time, 16-month (4 semesters) cohort-based program for international students (Windsor Faculty of Education, n.d.; Windsor University Secretariat, n.d.) All concentrations were to take nine courses plus an Educational Research Internships course. Similar to UPEI’s approach, Windsor also made it explicit that the program would not lead to teacher qualification in ON (Windsor Faculty of Education, 2021).

Admissions. The Windsor MEd program had a similar admission requirement on GPA (70%) and IELTS (7) as the UPEI program (Windsor University Secretariat, n.d.). Windsor also did not specify if applicants should have education related academic background or experience, but prior to the MEd program starts, students must attend a preparation program called Academic Preparatory Program (also known as the Pre-Graduate preparatory Program) which is a four-week non-credit program “aims to enhance required knowledge for the Master of Education program” (Windsor Continuing Education, n.d., para #1). In addition, Windsor also accepts graduates who secure over 70% GPA from the Pre-MED program at ICEAP (ICEAP, 2024). Windsor describes this as a language partnership program with ICEAP Toronto on their own

website but did not give out details such as courses, dates, or fees (Windsor Faculty of Education, n.d.). The Graduate Calendar Spring 2021 also listed that in-house language program were available for students whose language score did not meet language requirement but qualified academically (Windsor University Secretariat, n.d.).

Course Structure. Regarding the 10 courses for each area of concentration, the Windsor program showed a strong focus on educational research and theory with two research courses, one theory course, and one research internship in each concentration (Windsor University Secretariat, n.d.). Across the concentrations, there were five courses (Comparative and International Education; Information and Communication Technologies (ICT) for Teaching and Learning; Research and Education; Sociological Aspects of Education; Approaches to Literacy Development) and the research internship that were fixed while the rest of the four courses varied depending on individual concentration. Curriculum Studies concentration and Educational Administration concentration had two more courses in common, including Organizational Behavior in Educational Institutions, and Introduction to Education Policy Analysis. Additionally, Curriculum Studies concentration students took Fundamentals of Curriculum Theory and Development and Qualitative Methods in Educational Research, while the Educational Administration concentration students took Theories of Educational Administration and Leadership and Statistics in Education. For students in the SLACS concentration, courses focused on The English Language Arts, Special Education and Language Acquisition, Language Assessment, Second Language Teaching Theories and Applications, and one course on qualitative methods or statistics (Windsor University Secretariat, n.d.).

The Windsor program demonstrated a strong research focus, characterized by a curriculum heavily oriented toward research theory and practice, with limited elective options.

The mandatory research internship across all three streams provided students with valuable opportunities to enhance their research skills and apply theoretical knowledge in their areas of concentration, yet the program lacked key academic and professional pathways, such as a thesis component suitable for PhD applications or Canadian teaching qualifications, which might limit its appeal for students with these goals. Program website and FAQ page primarily emphasized logistical details, offering little information about its academic strengths, courses, or the skills students can expect to gain. As a self-funded program attended predominantly by Chinese students, its emphasis on part-time work opportunities appeared misaligned with its research orientation and the lack of clear professional advancement outcomes.

Summary

International students constitute one-third of Windsor's student body and contribute over 60% of tuition and fees revenue, indicating a significant economic rationale behind Windsor's internationalization efforts (Windsor, n.d.-e; Windsor office of Institutional Analysis, n.d.). This reliance on international students, especially international graduate students who bolster steady enrollment growth and enhance the university's research capacity, suggests both economic rationale (as evident in budget documents) and academic rationale (as evident in the strategic document and program documents).

Facing the IRCC policy changes with international students, Windsor demonstrates forward-thinking guided by a consistent economic rationale in its strategic positioning (Campbell, 2024; Windsor, n.d.-f). Considering its focus on international graduate students, Windsor is in a relatively safer position, with IRCC's initial policy exempting graduate students from the international student number cap and later policies allotting 12% of study permits to graduate-level international students (Government of Canada, 2024a, 2024d). Nonetheless, the

university can be seen as taking a proactive approach through forecasting a drop in international student numbers and projecting \$30 million budget deficit for the 2025/26 financial year (Campbell, 2024).

This strong economic rationale in practice contrasts with its understatement in Windsor's strategic plan. While the budget documents include detailed record of international student tuition and a long-term focus on course-based, cost-recovery master's programs to attract international students, the strategic document only touches on it when the topic is international student recruitment or curriculum with a focus on work-integrated learning. It can only be inferred through the pathway program agreement in the MEd program, since it is a common tool used to secure student source (Tamtik, 2022). Meanwhile, the strategic plan overtly showcases both academic and social motivations behind internationalization, albeit with room for more explanation or proposed actions. The emphasis on research within the Windsor MEd program, as evidenced by the curriculum's focus on research and theory, highlights an academic orientation aimed at fostering research excellence through this graduate program (Windsor Faculty of Education, n.d.; Windsor University Secretariat, n.d.). However, since the analysis primarily draws from internet archives, insights into the program may lack depth due to the lack of available material. Similarly, given that the strategic document has only a small amount its content relevant to internationalization, this analysis also encounters limitations in scope.

Brock University

Enrolment and Finance

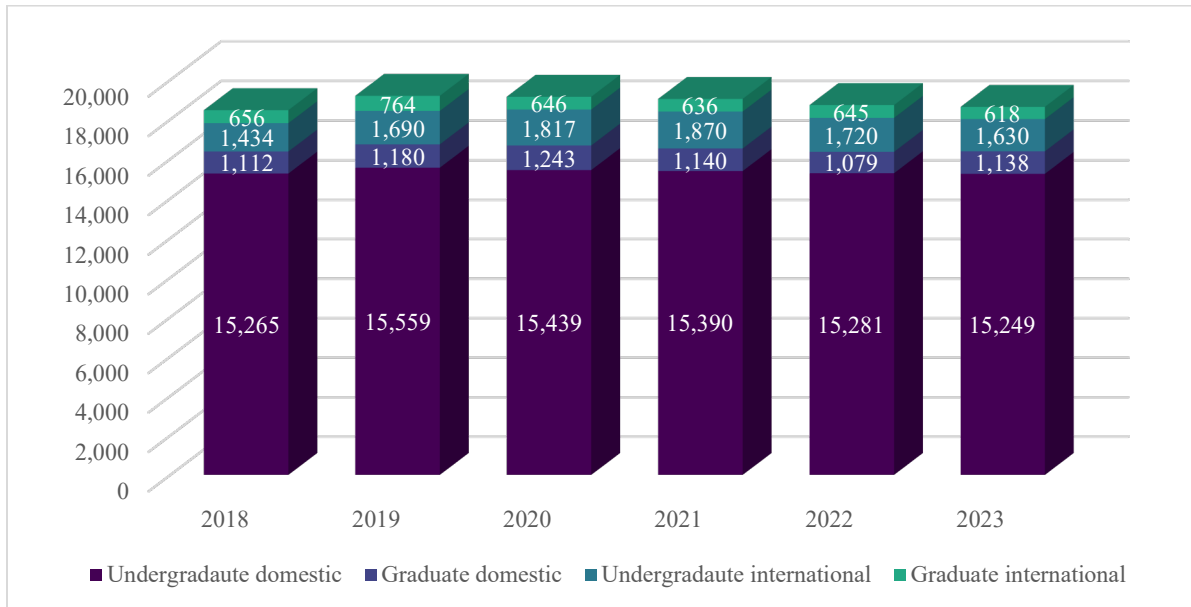
Brock accommodated 18,635 students with 12% (2,238) international students as of Fall 2023 (Brock Institutional Planning, Analysis and Performance, n.d.-c, n.d.-e), a much lower percent of international students in comparison with UPEI and Windsor. For the 2023/24

academic year, Brock budgeted 180 million tuition revenue from undergraduate and graduate students, of which 40% (72 million) are from international students (Brock, n.d.-g).

The enrollment data at Brock University shows steady levels, calling for strategic initiatives to attract both domestic and international students (see Figure 8). According to headcount reports published by Brock Institutional Planning, Analysis & Performance (n.d.-c, n.d.-e), from 2018 to 2023, the number of international undergraduate students increased 14%, and the number of domestic graduate students increased by 2.3%. In contrast, the number of domestic undergraduate students, who comprise over 80% of the study body, decreased 0.1%, while the number of international graduate students declined 6%.

Figure 8

Brock Enrolment Trends



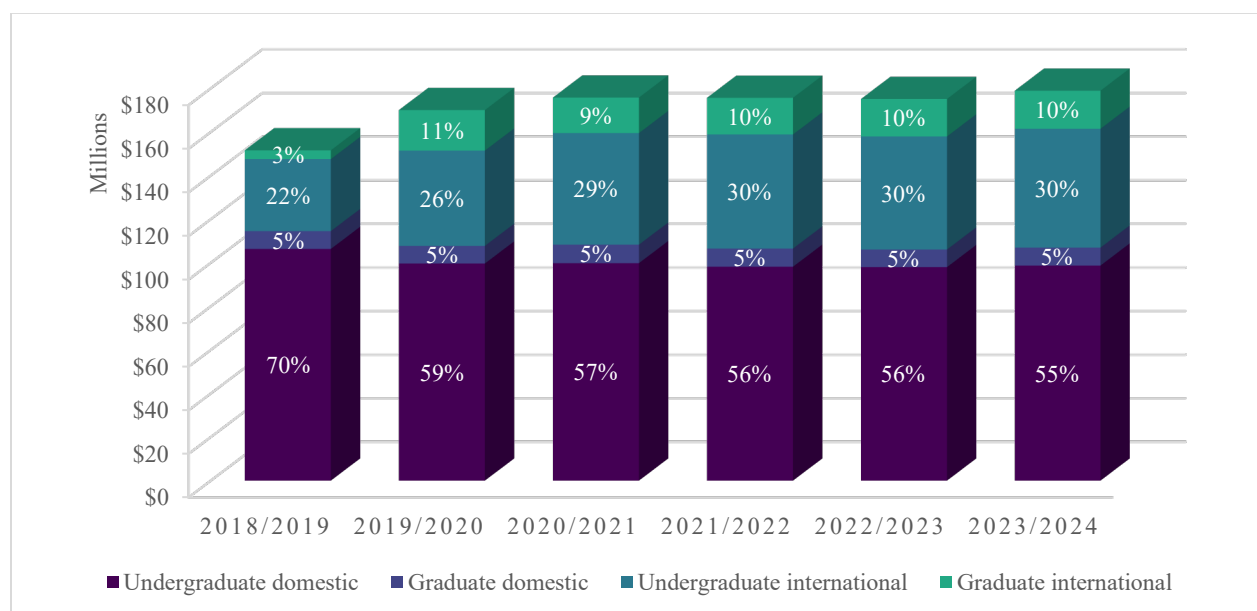
Similar to Windsor, international graduate students have a stronger representation at Brock. The proportion of international undergraduate students accounted for 10% of all undergraduate students, while the proportion of international graduate students was at 35% as of

Fall 2023. However, within Faculty of Education, the proportion of international undergraduate students and international graduate students were 1.5% and 12.7% respectively for 2023/24 academic year (Brock Institutional Planning, Analysis & Performance, n.d.-e).

Shifting focus to budget files from 2020/21 to 2023/24 (Brock, n.d.-c, n.d.-d, n.d.-e, n.d.-f), it was revealed that Brock saw a slight increase in tuition revenue from 151 million in 2018/19 to a proposed 178 million in 2023/24 budget, marking an 12% increase against a 17% growth in total budget (Figure 9). International graduate tuition increased from 4 million in 2018/19 to budgeted 17 million in 2023/24, marking a 318% growth, while international undergraduate tuition increased from 33 million in 2018/19 to budgeted 54 million in 2023/24, marking a 65% growth. From 2018/19 to 2022/23, Brock had been running funding surplus continuously, but for 2023/24 and the upcoming 2024/25, Brock budgeted for deficit and employed both mitigation targets and contingency reserve to maintain a balanced budget (Brock, n.d.-c, n.d.-d, n.d.-e, n.d.-f, n.d.-g).

Figure 9

Brock Tuition and Fees Source



Brock publishes faculty level budget information with specific tuition sources (Table 8). Within Faculty of Education, the tuition revenue coming from international undergraduate/graduate students has experienced some significant fluctuations compared to that of their domestic peers (Brock, n.d.-c, n.d.-d, n.d.-e, n.d.-f, n.d.-g). Enrolment data showed that the number of international students in the MEd program and the preparation programs (Master's Preparation Certification in Education (MPCE), later renamed the Canadian Culture and Education Studies Certificate (CCES), and a Leadership in Community-Based Education Certificate (LCBE), which could bridge into the CCES program) (Brock Faculty of Education, n.d., 2022), experienced fluctuations and an overall decline. From 2018 to 2023, the international student headcount in the MEd program decreased from 45 to 14, while for the MPCE/CCES/LCBE program, although enrollment data were not consistently available for all years, it showed a drop from 37 in Fall 2018 to 22 in Fall 2023 (Brock, Institutional Planning, Analysis and Performance, n.d.-a, n.d.-c).

Table 8

Brock Faculty of Education Tuition Revenue

(\$000s)	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Undergrad domestic	6,464	6,451	7,598	8,437	8,990	8,899
Grad domestic	1,239	1,213	1,025	915	831	992
Undergrad Intl.	58	420	304	690	300	696
Grad Intl.	108	1,761	787	1,148	837	695

Note. 2018/19-2022/23 are actual figures. 2023/24 are budget figures.

Due to the length of Brock's 2023/24 budget document (102 pages), the frequencies of the international (134) and national (60) keywords groups are much higher than that of UPEI (25

pages) and Windsor (37 pages) (Brock, n.d.-f; UPEI, n.d.-f; Windsor, n.d.-e). The general trend matches that of UPEI and Windsor in that international keywords appeared more times than national keywords with “international” showing up 70 times (27 times on fee; 20 times on enrolment, 6 times on support), “global” appearing 53 times (15 times on fee, 9 times on pandemic), and “domestic” appearing 31 times (17 times on enrolment and 14 times on fee). In addition, the range of international/national focus is also much wider in Brock’s budget document. For example, in both the “global” and “world” keyword groups, global context, expansion of the university, gaining recognition, building partnerships were mentioned multiple times. Compared with the focus of the “international” and “national” keyword groups, it was revealed that while both have a strong focus on tuition fees and student enrolment, the latter also referred to regional development and community connection (Brock, n.d.-f).

Similar to Windsor, Brock also pays significant amount of attention to course-based master’s program for international students, namely the International Student Pathway programs (Brock, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e, n.d.-f, n.d.-g). Throughout the years, revenue and student headcount from International Student Pathways were reported in budget documents and enrolment reports. For example, Goodman School of Business hosts a series of International Student Pathways which bring in over 12 million of tuition revenue in 2022-23 financial year. The International Student Pathways are cost-recovery programs with an explicit economic rationale, as Brock increased the tuition rate for these programs over the years while freezing international research-based graduate programs (Brock University, n.d.-g). The program of interest, MEd (Internationally-Educated, Student Pathway) has been discontinued in 2022 and international students were encouraged to apply for a few alternatives including the normal MEd Course- or Research-Based pathways (Brock Faculty of Education, 2021).

Strategic Plan Analysis

Brock University does not have an internationalization plan hence its *Niagara Roots – Global Reach: Strategic Plan 2018-2025* serves as a foundation for this analysis (Brock, n.d.-h). The Brock document is of similar length to Windsor’s strategic plan, yet it has a longer coverage on internationalization related visions and efforts (Brock, n.d.-h; Windsor, 2023).

Brock University’s strategic document presents a well-balanced focus on all three rationales (Brock, n.d.-h). In *A Letter from the President*, the university delineates its ambition to be recognized as a leading comprehensive institution on both national and international scales, aiming to enhance academic quality and research capacity. The message makes it clear that Brock aims to intensify internationalization both domestically, by recruiting more international talent, and globally, through overseas exchanges and collaborations. The university also prides itself on contributing significantly to the local economy and community development (Brock, n.d.-h).

Consistent with the main ideas in *A Letter from the President*, the first three sections of the strategic document (*Introduction, Brock Yesterday and Today: 1964-2018, Environment Scan*) provide more context in which Brock’s holistic combination of rationales is embedded (Brock, n.d.-h). Maintaining “its deep roots in the Niagara communities” (p. 5), Brock repeatedly emphasizes its commitment to “improving the vitality of neighboring communities” (p. 4) and serving “as a conduit that brings the world to Niagara” (p. 5). This commitment not only serves the local community, resonating with a social rationale on a regional scale, but also leverages Brock’s unique location within the traditional territories of the Haudenosaunee and Anishinaabe peoples and the UNESCO Biosphere Reserve on the Niagara Escarpment. This geographical positioning is viewed as a distinct advantage for fostering academic excellence through global

engagement. Furthermore, Brock identifies the promotion of "global citizenship and social progress" as fundamental to its envisioned success, showing its internationalization vision on a global level (p. 5). The *Environmental Scan* section extends this multifaceted approach, intertwining academic rationale—emphasized through program and research enhancements—with social rationale, influenced by initiatives for Truth and Reconciliation. Brock also aligns its internationalization endeavors with an economic rationale, as demonstrated by the strategic increase in international recruitment to address demographic shifts and enhance the university's reputation (Brock, n.d.-h).

The rest of the document maintains a balanced tone on the three rationales, with the *University Vision, Mission and Values*, predominantly framed within social and academic rationales, but the economic rationale has a higher visibility in the concluding sections that reiterated the importance of international recruitment (Brock, n.d.-h).

Brock lists four strategic priorities for 2018–2025 period (Brock, n.d.-h), including *offer a transformational and accessible academic and university experience, build research capacity across the university, enhance the life and vitality of our local region and beyond, and foster a culture of inclusivity, accessibility, reconciliation and decolonization*.

In Priority 1, Brock emphasizes academic quality and the overall university experience, suggesting that improving these areas is instrumental in expanding student enrollment (Brock, n.d.-h). Four special goals and corresponding actions are listed under this priority, with Goal 3 (provide an engaging campus experience that meets students' needs and affords social, cultural and recreational opportunities for all students) listing the enhancement of international recruitment as one of the actions while Goal 4 (offer globally-oriented learning and experience opportunities) details proactive measures for fostering globally-oriented educational and

experiential opportunities. The second priority aims to integrate Brock's research with global issues, thereby nurturing a culture of excellence and extending its research visibility internationally. It also includes actions designed to increase the visibility of Brock's research achievements on international stages, revealing an instrumental use of internationalization. Priorities 3 and 4 pivot towards a social rationale, emphasizing the importance of community development at both local and international levels, tackling global challenges, and supporting a diverse student body, which demonstrates Brock's dedication to both its immediate community and global society. Additionally, the action to enhance recruitment among Indigenous, international, and first-generation students re-emerges as a key strategy under Priority 4, aimed at fostering trustful relationships with various partners (Brock, n.d.-h).

The focus on recruitment aligns with Brock's goal of increasing enrollment, a theme that is developed throughout the document and highlighted in the final sections (Brock, n.d.-h). Specifically, in Section 5 *Brock at 60*, Brock points out that the strategic priorities are poised to drive progress, which “will be reflected in Brock’s enrolments and the metrics being established through the Enrolment Management Plan” (p. 25). This linkage between strategic developments and enrollment metrics underscores a commitment to accountability and a clear recognition that enrollment growth is integral to the university's future success. Brock concludes its strategic plan by reaffirming the social, academic, and economic rationales behind its internationalization efforts, demonstrating a consistent and holistic focus throughout the document (Brock, n.d.-h).

Program Profile

The analysis is based mainly on archives of webpages and graduate calendars (Brock Academic Programs, 2023; Brock Faculty of Education, 2021; Brock Office of the Registrar, 2020, 2021, 2022). This MEd program was a full-time, 16-month (4 terms), cohort-based

program that was for international students only. The program had two specializations: Administration and Leadership in Education, and Teaching, Learning and Development. The program would familiarize students with “the Canadian educational system, theoretical perspectives and research foundations” (Brock Faculty of Education, 2021, para. 4). It also offered various components including “academic tutoring, ongoing orientations, career development” that would help students along the journey (para. 5). Aligning with the practice of UPEI and Windsor, Brock also underlined that the MEd program would not lead to an ON certified teacher designation. It is worth noting that in addition to the standard components of a program webpage such as introduction, course setup, and timeline, the Brock MEd International Student Pathway webpage also included information on available awards for students, FAQs, and an in-house international programs office that could support the international students taking this program (Brock Faculty of Education, 2021).

Admissions. The Brock program required a 75% GPA and IELTS 7 (6.5) (Brock Faculty of Education, 2021). It also provided preparation courses for students entering this program, including the MPCE program for conditional entry students and another foundation program for direct entry students. Neither the MEd program nor the MPCE specified whether candidates should have education-related background to enter the program. The MPCE was a postsecondary level certificate program that had MPCE Conditional Track for students entering the Brock MEd International Student Pathway and MPCE Exploratory Track for students entering graduate programs in other Canadian universities. It was available for students who had IELTS 6, and this one-year program would exempt them from taking the MEd International Student Pathway Foundations term, which is the other preparation program. Unfortunately, it was only mentioned in the MEd International Student Pathway webpage of graduate programs (Brock Academic

Programs, 2023) but not the program description webpage on Faculty of Education's website (Brock Faculty of Education, 2021). It is assumed that at some point, the various preparation or foundation programs must have co-existed, which led to the exemption of the latter one had students took the MPCE one.

Course Structure. The program included 11 courses at a prescribed sequence, as shown in the 2021-2022 Graduate Calendar (Brock Office of the Registrar, 2022). For both specializations, there were seven required courses focusing on international education, changes in education, field experience, two educational research courses and two seminar courses (including the culminating seminar). In addition, Administration and Leadership students take four additional courses covering organization construction, leadership, policy, and ethics. Teaching, Learning and Development students take four courses covering curriculum, learning, assessment, and a special topics course. The course setup in both streams had a strong focus on educational research but not as specific and technical as the qualitative or quantitative methods courses offered at UPEI or Windsor. It also included a Field Experience course (renamed as Experiential Learning in Education in 2020/21 graduate calendar) that connected students to the Canadian context and different learning communities (Brock Office of the Registrar, 2019, 2020). The Culminating Seminar in Education course at the end of program offered a good research practice for students (Brock Office of the Registrar, 2022).

Brock's MEd International Student Pathway, when compared with programs at UPEI and Windsor, leaned more towards practical applications, especially with its introductory research courses and specific areas of concentration (Brock Office of the Registrar, 2022). However, the program's structure is somewhat limited by the lack of elective courses, constraining students' ability to explore topics outside their chosen concentration or interact with a broader student

community. In addition, the Administration and Leadership stream is more theory-driven and focused on the broader organizational and policy aspects of education, while the Teaching, Learning, and Development stream is more practice-oriented, offering courses that are directly applicable to teaching and curriculum development. In the Administration and Leadership stream, courses such as EDUC 5P60 Constructions of Organization had a focus on organizational theories, while EDUC 5P62 Politics, Power, and Policy in Education had a focus on the actors and political process of policymaking. Both courses potentially present a steep learning curve for students from diverse linguistic and cultural backgrounds due to their theoretical emphasis. In contrast, the Teaching, Learning, and Development stream offered more approachable and application-focused courses like EDUC 5P30 Development, Learning and Curriculum and EDUC 5P42 Innovative Practices in Curriculum/Assessment (K-16), which were likely to provide insights into educational practice (Brock Office of the Registrar, 2022).

Summary

Brock University's enrollment has remained relatively stagnant, yet its budget has grown by approximately 17% between 2018/19 and 2023/24, with deficits projected for both 2023/24 and 2024/25 (Brock n.d.-b, n.d.-g; Brock Institutional Planning, Analysis & Performance, n.d.-a, n.d.-b, n.d.-c, n.d.-d). These financial challenges place the university in a precarious position considering its reliance on international tuition and the IRCC policy changes. International undergraduates drive growth, making up 12% of students but contributing 40% of tuition revenue (Brock, n.d.-c; Brock Institutional Planning, Analysis & Performance, n.d.-a, n.d.-b, n.d.-c, n.d.-d). This high financial contribution underscores the role of international students in sustaining the university's budget and implies a strong economic rationale behind Brock's efforts to intensify its internationalization initiatives.

Brock demonstrates strong social and academic rationales behind its internationalization aspirations in the strategic plan and program documents, and a more explicit economic rationale compared with that of UPEI and Windsor (Brock, n.d.-f, n.d.-g, n.d.-h; Brock Faculty of Education, 2021; Brock Institutional Planning, Analysis and Performance, n.d.-c, n.d.-e). On one hand, its emphasis on regional service and community development through internationalization efforts suggests prioritization of local community and global perspective. On the other hand, the university's support for international students, as evidenced in both budgets and program documents, underscores a commitment to fostering broader community through individual growth, resonating with social rationale. Brock's academic rationale hinges upon its commitment to provide high quality programs to global learners, promote academic mobility, and improve its research excellence. These foci are backed by the extensive coverage of academic and research goals in its strategic document, as well as the relevant course setup in the MEd program. The focus on international enrollment is strategically justified, given the significant role of international tuition fees as a key funding source. This economic emphasis is reflected across all documents, and the focus on International Student Pathways and in-house preparation courses to facilitate enrolment and support students at the same time.

However, despite the MEd courses being less research-intensive and more practice-focused, the lack of elective courses might limit the possibility of personalization, thus hindering graduates' ability to develop other career interests during the program. It should be noted that the international cohort has been phased out, and this analysis is based on archived documents from when the program was still active. Currently, international students are redirected to certificate programs or the standard MEd programs, which might meet a wider variety of needs.

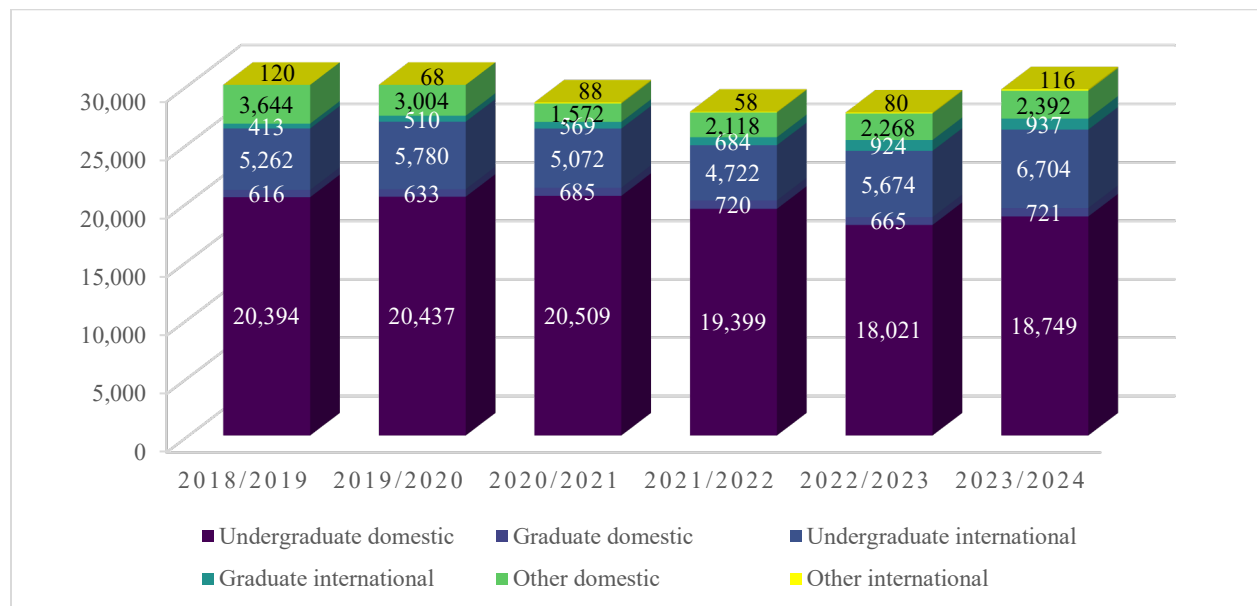
Thompson River's University

Enrolment and Finance

With multiple campuses and a large open learning/part-time student population, TRU had a combined, unduplicated total of 29,619 students, of which 7,757 (26%) are international, as of 2023/24 academic year (TRU Integrated Planning & Effectiveness, 2023, 2024). It has a declining overall enrolment (-3% from 2018/19 to 2023/24) but a growing international student population (34% from 2018/19 to 2023/24). The full-time student demographics on main campus (Kamloops) was much more diverse with 43% international students. On-campus domestic students declined 16% from 11,461 in 2018/19 to 9,604 in 2023/24, while international students rose 37% from 4,161 to 5,707. From 2018/19 to 2023/24, TRU's international student population grew by 27% in undergraduates and 127% in graduates, helping overall enrollment recover to pre-COVID levels. (Figure 10) (TRU Integrated Planning & Effectiveness, 2023, 2024).

Figure 10

TRU Enrolment Trends



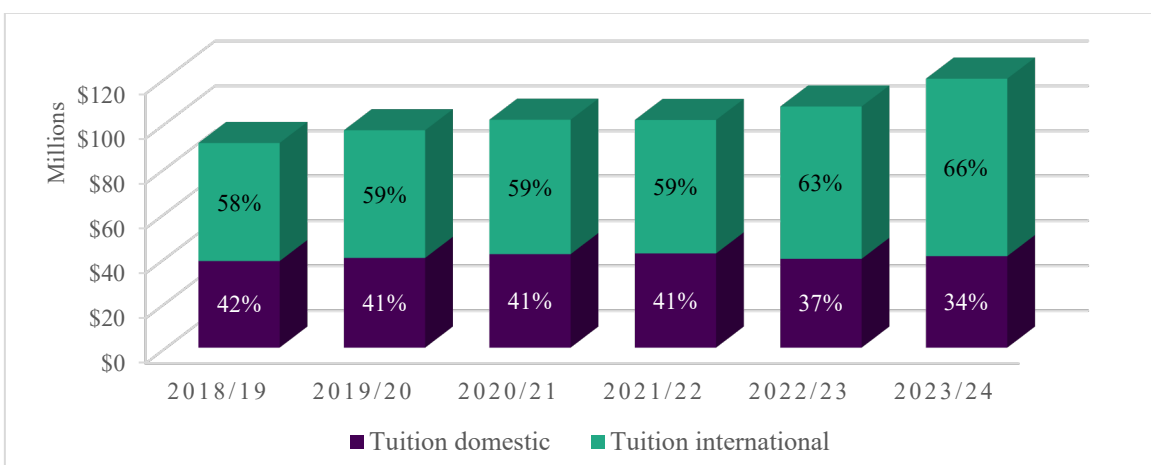
Note. Other includes Developmental and Continuing Studies students.

Within Faculty of Education and Social Work, the number of students enrolled in Graduate Certificate in Educational Studies (GCES, a preparation course for the MEd program) enrollment rose from 14 in 2018/19 to 95 in 2022/23 before dropping to 43 in 2023/24, while MEd enrollment grew from 329 to 548 (TRU Integrated Planning & Effectiveness, 2023, 2024). Available data shows that for the graduate classes of October 2022 convocation and June 2023 convocation, majority of the students were international students (TRU, n.d.-a, n.d.-b).

Despite a 3% decline in the unduplicated total student headcount from 2018/19 to 2023/24, TRU’s operating budget has grown by 27%, supported by accrued surpluses (Balfour & Milovick, 2023a; Bovis-Cnossen & Milovick, 2018, 2021; Murnaghan & Milovick, 2022; TRU, 2018). Total tuition revenue rose 32%, from \$91M to \$120M, with domestic tuition increasing 6% to \$40.7M and international tuition surging 50% to \$79M, making international students the primary revenue source (Figure 11) (Balfour & Milovick, 2023a; Bovis-Cnossen & Milovick, 2018, 2021; Murnaghan & Milovick, 2022; TRU, 2018).

Figure 11

TRU Tuition Source



Note. 2018-19, 2019-20, 2023-24 are draft budget figures; 2020-21, 2021-22, 2022-23 are BA approved budget figures.

TRU publishes its budgets in the format of presentations slides, hence the data included are relatively limited in comparison to that of other universities. In the 2023/24 Consolidated Proposed Budget, “international” keywords appeared 15 times while “national” keywords appeared 10 times. Both keyword groups highlight the institutional focus on enrolment (5 times each) and tuition fees (3 times each) with no explicit mentioning of supporting international students (Balfour & Milovick, 2023a).

Strategic Plan Analysis

TRU lacks a formalized strategic plan in published format but maintains an *Integrated Strategic Planning* webpage, which serves as a repository of related information through various embedded links (TRU Office of the Provost and Vice-President Academic, n.d.-b). This approach indicates that TRU is in the process of formulating its first institutional strategic plan. Consequently, the current analysis derives from an assortment of information sporadically updated and disseminated via TRU’s official website.

Available information on TRU’s Integrated Strategic Planning webpage underscores an emphasis on social and academic rationales, with very limited coverage on economic rationale (TRU Office of the Provost and Vice-President Academic, n.d.-b). In the TRU’s Vision Statement, highlighted on the Integrated Strategic Planning webpage with a dedicated link, TRU articulates a social commitment to being "community-minded with a global conscience," positioning itself as an empowering environment for individuals to effect change within themselves, their communities, and globally (TRU, n.d.-c, para. 8). The statement also delineates TRU’s mission as a comprehensive university dedicated to serving a diverse student body across local, national, and international spectrums through "high quality and flexible education,

training, research, and scholarship," indicative of a commitment to academic distinction (para. 9).

The social emphasis is further echoed in TRU's values, 10-year strategic change goals, and strategic objectives, with a particular focus on fostering a connection with the global community, embracing truth and reconciliation, and engaging in community-centric research (TRU, n.d.-c). TRU explicitly aims to "recruit and retain students to create a balanced community of learners and leaders reflective of Canada and the world," intending to bridge achievement gaps, though the economic rationale underpinning this strategy invites further elaboration (TRU, n.d.-c, para. 15). Moreover, in the latest update concerning the progress of the Integrated Strategic Planning, TRU revisits social and academic rationales, albeit succinctly (TRU Office of the Provost and Vice-President Academic, 2023). The university reaffirms its dedication to serving "local, regional, national, and international communities" (para. 12) and aspires to achieve an international reputation based on its "unique academic and trades programs" (para. 14), highlighting its ongoing commitment to both social engagement and academic innovation.

Program Profile

The TRU MEd program is not an international student cohort but does enroll a large number of international students as recorded in the convocation list (TRU, n.d.-a, n.d.-b). It is typically a full-time, 16-month (4 semesters), 30-credit program for capstone exit and project exit options (TRU School of Education, n.d.-b). Great flexibility is given to students regarding entry routes, maximum years to finish the program (5 years), the variety of elective courses, and graduation requirements. The TRU MEd program introduction pages, both on TRU program catalogue site and the Faculty of Social Work and Education site, are comprehensive with

detailed information on admission requirements, course specifics, program timeline, career options, and student support (TRU, n.d.-d; TRU School of Education, n.d.-b). However, it should be noted that the curricula posted on the two sites differ in several specific courses, presumably due to lags in updating website content.

The program description indicates a strong focus on employability in comparison to the other three programs discussed previously, as reflected in the multiple mentions of potential pay raise, student testimonies of applying the MEd course insights into workplace, and different career options (TRU School of Education, n.d.-b). It was made clear that this is for “working professional in education, administration, training, or employee development who wants to assume a position as an educational leader and research in education, health care, private industry or government” (TRU School of Education, n.d.-b, para. 2). However, like the programs in the previous cases (UPEI, Windsor, and Brock), it does not lead to teacher qualifications in BC.

Admissions. To enter the program, a four-year bachelor’s degree or equivalent is required, with a minimum B average (GPA of 3.00 on a 4.33 scale) in the final 60 credits, along with an IELTS score of at least 6.5, with no band below 6.5 (TRU School of Education, n.d.-a). Preparation programs are available for applicants who do not meet academic and/or language requirements. It does not explicitly require applicants to be from education-related background, but, if applicants have a GPA between 2.5 and 3.0, they would need to take three graduate courses from GCES to gain entry into the MEd program. For applicants who do not meet the language requirements, they would need to take TRU’s English for Academic Purposes (EAP) courses, plus three graduate courses from GCES (TRU School of Education, n.d.-a).

Course Structure. The TRU program offers a comprehensive curriculum with one dedicated research methods course and a broad range of courses covering diverse educational topics (TRU School of Education, n.d.-c). Of the five core courses, only one is explicitly about research (i.e., EDUC5010/5011 Research Methods), and the rest of the courses cover a range of topics including curriculum, teaching and learning, education history, diversity, and educational leadership. Students have been given “maximum choice” regarding elective courses that would develop their interests and “make a positive impact in your life, your career, and your community” (TRU School of Education, n.d.-b, para. 8). Subsequently, students had the freedom to choose five out of 26 elective courses, exploring diverse topics such as Indigenous education, special education, educational governance, conflict management, educational leadership, counselling skills, international education, pedagogy and curriculum, education technology, and more. However, as in the case of previously discussed universities, course selection is subject to the availability of the specific courses at any given term (TRU School of Education, n.d.-c).

Compared to the current course setup, the TRU program catalogue listed more practically focused courses before the June 2024 changes. These included EDUC 5580 Counselling Internship, EDUC 5160 Field Experience I – Master of Education Program (Inclusive and Special Education), and EDUC 5170 Field Experience II – Master of Education Program (Inclusive and Special Education) (TRU, 2024). This discrepancy between the TRU program catalogue site and Faculty of Social Work and Education site might have caused confusion for potential students (TRU, 2024; TRU School of Education, n.d.-c).

Despite the changes in curriculum, the TRU program remains focused on practical skills, contingent upon the availability of elective courses throughout a student's academic journey (TRU School of Education, n.d.-c). While the required courses introduce some theoretical

foundation, they remain generally applicable to the education field. The electives cover a broad range of practical skills relevant to various environments. This breadth is further supported by the diverse career paths of the program's graduates as evident in their testimonials, underscoring the MEd degree's wide applicability across different professional backgrounds (TRU School of Education, n.d.-c).

Summary

For 2023/2024, international students constituted 43% of the on-campus student population on TRU's Kamloops campus (TRU Integrated Planning & Effectiveness, 2024), a significantly higher proportion than that of the previous three HEIs. The financial data demonstrates that international students generate a greater amount of tuition revenue compared to their domestic peers, highlighting the economic incentive for TRU's internationalization efforts (Balfour & Milovick, 2023a; TRU, 2018). Buffered by surpluses accrued in previous years (Balfour & Milovick, 2023a; Bovis-Cnossen & Milovick, 2018, 2021; Murnaghan & Milovick, 2022), the university takes measures to respond to the projected decrease in international enrolment and tuition due to IRCC policy changes, including new recruitment initiatives, new programs, and scholarship offerings to attract a broader pool of international students (Dawson, 2024; TRU Office of the Provost and Vice-President Academic, n.d.-a).

TRU refers more to social and academic rationales when it comes to its internationalization aspirations and efforts in strategic planning, whereas the economic rationale is implied in its enrolment status, tuition source, and program setup (Balfour & Milovick, 2023a; TRU, n.d.-c, 2018; TRU Integrated Planning & Effectiveness, 2023, 2024; TRU Office of the Provost and Vice-President Academic, n.d.-a, n.d.-b, 2023; TRU School of Education, n.d.-a, n.d.-b, n.d.-c;). The strategic documents articulate social and academic rationales, albeit without

much supportive elaboration commonly found in plans from other institutions (TRU, n.d.-c; TRU Office of the Provost and Vice-President Academic, n.d.-b, 2023). Given TRU's ongoing development of its integrated strategic plan, the current lack of comprehensive information is understandable. These two rationales are also reflected within program-specific documents, demonstrated through well-considered programming and resources tailored for international students. Meanwhile, the TRU MEd program documents took consideration of the career outlook of its graduates and made it explicit in course setup and supporting resources (TRU School of Education, n.d.-b).

Additionally, TRU distinguishes itself with its significant online program offerings, which attract a large number of students (16,554) compared to that of its on-campus programs (15,401) (Integrated Planning & Effectiveness, 2024). The distinct resource and planning requirements for online versus on-campus programs may contribute to TRU's challenges in achieving more centralized institutional planning. Similarly, the scarcity of consistent or recent financial data complicates the analysis of TRU's fiscal dynamics, presenting additional challenges in assessing the university's financial health.

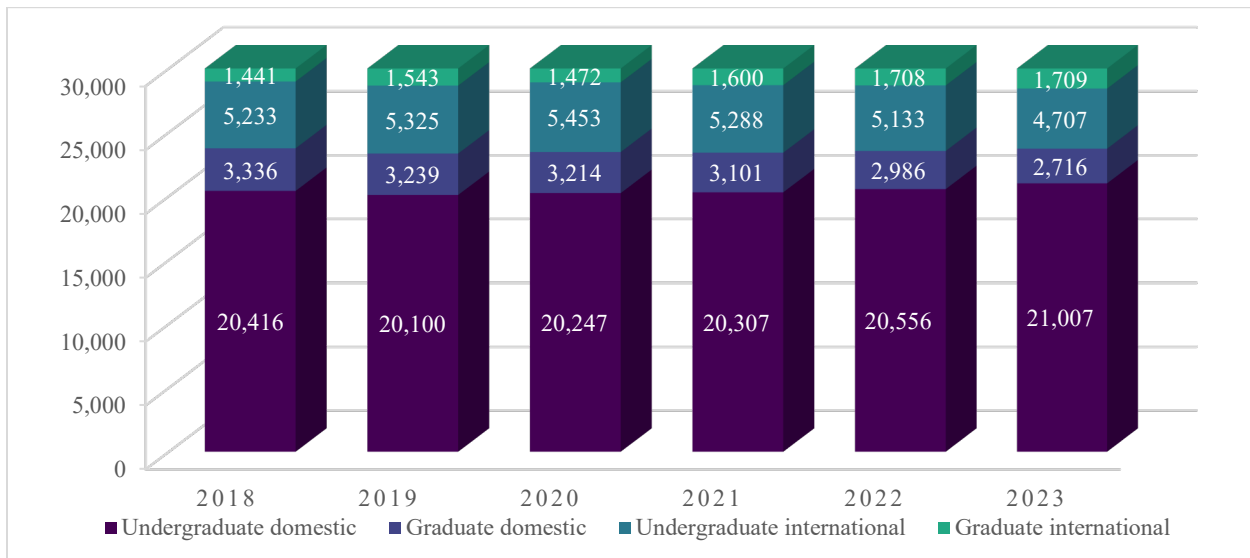
Simon Fraser University

Enrolment and Finance

SFU had a total enrollment of 30,139 students as of 2023, with 6,416 (21%) being international (Jung, 2023). The enrollment trends at SFU from 2018 to 2023 indicate a decrease in overall numbers. Between 2018 and 2023, domestic undergraduate enrollment increased slightly from 20,416 to 21,007, international graduate enrollment increased slightly from 1,441 to 1,709, but the decrease in both domestic graduate and international undergraduate enrollments offset this growth (Figure 12) (Jung, 2023).

Figure 12

SFU Enrolment Trends



Within Faculty of Education, available data shows that, despite the growth in number of domestic undergraduate students from 1,091 (2018) to 1,401 (2022), the numbers of international undergraduate students, domestic graduate students, and international graduate students were all on a downward trend, resulting in a slight decrease (n=69) in total number of students (SFU Institutional Research and Planning, 2023). Faculty of Education also has the lowest proportion of international students. While the university-wide international undergraduate and graduate student proportion were 20% and 36.4% as of Fall 2022, the proportion of international undergraduate and graduate students within Faculty of Education were 1.6% and 13.3% respectively (SFU Institutional Research and Planning, 2023), resembling the trend within Windsor and Brock (Brock Institutional Planning, Analysis & Performance, n.d.-e; Windsor Office of Institutional Analysis, n.d.).

Data from SFU budget reports showed that during 2018/19 and 2023/24, SFU’s budget revenue had grown 22% from 780 million to a forecasted 954 million, while the budget expense had grown 34% from 730 million to a forecasted 975 million, placing SFU in a deficit for 2023/24, balanced by restricted endowment funds (SFU Finance, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e, n.d.-f, n.d.-g). Of the revenue sources, tuition and student fees grew 15% from 277 million to a forecasted 318 million. Despite the lack of a specific breakdown of tuition sources, the 2023/24 budget document includes a graph (SFU Finance, n.d.-f., p. 3) showing the approximate tuition amounts from domestic undergraduate students, international undergraduate students, and all graduate students. Figure 13 captures the general trends indicated in the original graph.

Figure 13

SFU Tuition Source

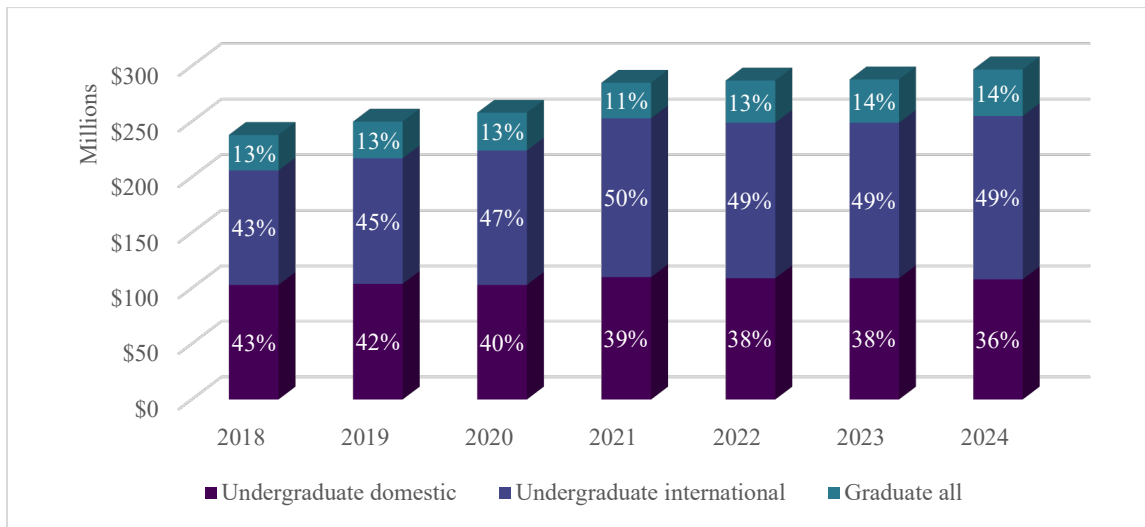


Figure 13 indicates that since 2021, roughly 40% to 50% of tuition revenue has come from international undergraduate students, even though they make up only 16% of the total student body (SFU Finance, n.d.-f). Unlike Windsor’s heavy reliance on the financial

contributions of international graduate students, this group is relatively small at SFU, comprising only 6% of the student body and likely contributing less financially, as implied in Figure 12. The combined tuition of domestic and international graduate students was under 50 million as projected for the 2024 financial year, far less than that of undergraduate students.

SFU 2023/24 budget is 114 pages with 123 mentions of words from international keyword group and 35 mentions of words from national keyword group (SFU Finance, n.d.-f.), showing a focus on internationalization efforts. The uneven focus of the keyword groups is also true when it comes to the frequencies of individual keywords but a strong emphasis on enrolment persists: of the international keyword group, “international” appeared 74 times with 28 times on enrolment, 18 times on different organizations/faculty/departments, 6 times on academic activities, 5 times on fees, and 2 times on support; of the national keyword group, “domestic” was mentioned 16 times with 11 times on enrolment while “local” 9 times, “region” 5 times, and “national” 4 times with varies focus on development, partnership, reconciliation, etc. (SFU Finance, n.d.-f.). Overall, the budget’s keyword distribution suggests that international growth and enrolment remain central priorities. While international undergraduate students contribute significantly to tuition, there is limited mention of support services tailored to their specific age range and needs.

Strategic Plan Analysis

For the strategic plan analysis, the *Faculty of Education – Internationalization Strategy 2019-2024* was selected, because it offers detailed insights into the internationalization efforts within the faculty (SFU Faculty of Education, 2024). Although Buckner et al. (2020) referenced SFU's International Engagement Strategy (2013) in their study on Canadian universities' internationalization strategies, that document is no longer accessible. Additionally, SFU's *SDG*

Framework for Global Engagement was considered but ultimately excluded from this analysis due to its broad, macro-level focus (SFU International, 2023).

The Faculty of Education (FoE) internationalization strategy outlines specific rationales and actions, despite a similarly understated economic rationale as seen in several previous cases (SFU Faculty of Education, 2024). Within its *Overview* section, FoE highlights its unique position as one of the only two faculties endowed with personnel dedicated to bolstering SFU's strategic commitment to internationalization. It also acknowledges the global contributions to knowledge and emphasizes FoE's endeavor to cultivate "intercultural awareness and competencies" among its community and to contribute to diverse communities and the globalized world (p. 1). The subsequent sections, including the *SFU Faculty of Education – International Education Commitment, Visions and Values*, and *Guiding Principles for Internationalization*, highlight social and academic rationales in a synergistic approach, as evident in its parallel focus on academic excellence (e.g., international education, intercultural curriculum, international research) and social commitment (equity and indigeneity, intercultural awareness, global citizenship, inclusive practices). The emphasis on economic rationale is limited in the FoE's dedication to ethical practices while achieving financial sustainability alongside other international engagement goals (SFU Faculty of Education, 2024).

In the following section, FoE identifies some key terms including the definition of internationalization, main components, key priorities in FoE's academic plan, FoE's area of responsibility, and documents that guided the planning process (SFU Faculty of Education, 2024). The emphasis on defining internationalization underscores FoE's commitment to a research orientation. The FoE adopted de Wit et al.'s (2015) definition of internationalization:

Internationalization of higher education is the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education, aiming to enhance the quality of education and research for all students and staff and to contribute meaningfully to society.” (p. 2)

This updated definition emphasizes a more intentional and purposeful integration of these dimensions into all aspects of postsecondary education, with a focus on broader societal contributions in comparison to the original version by Knight (2003). Furthermore, FoE lists four key components of this internationalization plan, including international mobility (student recruitment and exchanges), partnerships and projects (global course delivery and dual degrees), curriculum internationalization (global issues and diverse perspectives), and international research collaborations, before moving onto the specific documents that guided the internationalization planning process (e.g, FoE Five-Year Academic Plan 2018-2023, etc.) and FoE’s areas of responsibility including different programs and officers in charge of various responsibilities (SFU Faculty of Education, 2024).

The Strategy Summary on the 3rd and 4th pages provides more context for analysis (SFU Faculty of Education, 2024). A table maps out FoE’s international priorities and actions with FoE priorities, internationalization components, and FoE’ areas of responsibility. The four international priorities include: International Graduate Student Experience; Study Abroad Experience; Customized International Programs; Internationalizing/Interculturalizing the Curriculum (SFU Faculty of Education, 2024).

The first three priorities embody a balanced focus on academic rationale (improving academic quality and research), social rationale (supporting students and faculty, enhancing equity and diversity), and economic rationale (student recruitment; academic programming)

while the last priority focus more on a dual academic and social rationale, with actions such as “utilize culturally inclusive teaching, learning, and assessment practices” and “infuse international and intercultural perspectives, including comparative education, int curriculum and ensure identified in learning outcomes” (p. 4). Additionally, FoE linked international priorities and actions with broader FoE priorities and areas while identifying the internationalization components, which demonstrates a high level of accountability and coordination (SFU Faculty of Education, 2024).

Program Profile

As described on the program website, the SFU MEd in Teaching Languages in Global Contexts program is a full-time, 16-month cohort-based program for international students but also accepts domestic students (SFU Faculty of Education, n.d.-b). Students need 40 units to graduate, which typically includes seven courses (six required courses, one elective course) and a comprehensive exam. SFU's program advantages are underscored by the university's strong reputation, the appeal of Vancouver, and the comprehensive support from faculty staff, including a cultural assistant, pre-admission advisor, faculty coordinator, and academic literacy support personnel. Although the practical component of the program (e.g., two fieldwork courses) is highlighted as a central element in the program description, SFU has clearly stated that this program does not lead to teacher qualifications (SFU Faculty of Education, n.d.-b).

Admissions. SFU's admissions requirements for its program emphasize a bachelor's degree with a minimum GPA, typically 3.0/4.33, or a GPA of 3.33/4.33 in the last 60 units of coursework, along with evidence of capability (e.g., references) to undertake advanced studies (SFU Faculty of Education, n.d.-a). While English language proficiency is required, exceptions may be made for applicants with significant relevant experience. There are no specific

requirements on applicants' educational backgrounds, nor does SFU offer preparation programs for those with less than required GPA or language scores. Teaching or tutoring experience is regarded as beneficial, although not mandatory, and should be included in the resume.

Additionally, all applicants meeting the stated criteria must undergo a 30-minute interview with an SFU representative to assess program relevance to their educational objectives, followed by submission of a short essay post-interview (SFU Faculty of Education, n.d.-a).

Course Structure. The SFU MEd program embraces both theoretical underpinnings as well as practical applications (SFU Faculty of Education, n.d.-b). The curriculum features two distinct fieldwork courses (EDUC 811 Fieldwork I and EDUC 905 Fieldwork IV), providing students with invaluable exposure to Canadian classroom environments. However, students are reminded that even though there might be teaching involved in the fieldwork, the focus of the fieldwork is for students to experience language education. It is not a practicum experience as in the teacher training programs, since the MEd degree does not lead to teacher qualification. In addition to the two fieldwork courses and comprehensive exam (EDUC 883-5), students are supposed to take four required courses (EDUC 825 Second language learning and education, EDUC 710 Special topics: approaches and issues in second language instruction, EDUC 835 Graduate study in second language education, EDUC 856-5 Sociocultural perspectives on education and identity) and one elective course from various topics including program development and implementation, curriculum and pedagogy, equity issues, social and moral philosophy, and cultural/racial relations. However, while the courses are relevant to language education, their focus appears to be on second language education rather than on additional or foreign language education. This focus narrows the global contexts to environments where a language, such as English, is used as a second language, rather than addressing contexts where it

functions as a foreign language, entailing both curricular and career-wise impacts (SFU Faculty of Education, n.d.-b).

Analyzing the composition of SFU MEd program, it's noticeable that the curriculum, with six required courses alongside one elective course and a comprehensive exam, might appear somewhat concise. Yet, this structure balances research-oriented and practical elements, all of which are directly pertinent to the specialization in teaching languages. The elective offerings are diverse, covering practical aspects such as curriculum and pedagogy, as well as theoretical discussions on equity issues, multiculturalism, and race relations, provided all courses are available for students. The faculty endeavors to equip students for the Canadian educational context through well-structured fieldwork, despite the inherent limitations of not being a teacher certification program. This reflects a broader challenge in integrating substantial practical teaching experiences within a research-focused graduate framework. The future pathways listed on website have only two options, additional language educators or a PhD in Languages, Cultures and Literacies, a program hosted at SFU, which reflects its aim to develop professionals skilled in theory and practice within a defined field.

Summary

SFU is experiencing stagnation in student enrolment, with a slight uptick in the number of international graduates and domestic undergraduates that sustains the overall enrolment number at current levels (Jung, 2023). It is also the first case that has a declining international student population. The cohort of international graduate students, while modest in number and presumably contributing a relatively small portion of tuition revenue, has exhibited the most significant growth compared to other student categories. This trend substantiates the economic rationale embedded in the FoE internationalization plan, which included action points on

international recruitment and the development of customized international programs, though with much limited coverage when compared with the attention on social and academic rationales (SFU Faculty of Education, 2024). Nonetheless, the modest economic rationale makes sense in that first, FoE has the lowest proportion of international students among all faculties hence financially not as significant. Second, it is the international undergraduate students who are more closely related to financial incentives, given the multiplier effect of the number of international undergraduate students (16%, or 4,707 out of 30,139 students) and their tuition contribution to SFU (roughly 47%, or 140 million out of 295 million), which is, so far, the highest yield per international student among the HEIs included in this document analysis (SFU Institutional Research and Planning, 2023; SFU Finance, n.d.-g). On the flip side, with the high financial return associated with international undergraduate students, losing them would entail high cost as well, which explains why SFU cited decreasing international student enrolment (8% decline in international undergraduate students compared to Fall 2022) as one of the reasons for the 2023/24 deficit (Jung, 2023; SFU Finance, n.d.-g).

In addition to economic rationale, the FoE internationalization plan has a much more heightened focus on social and academic rationales, aligning with rationales in the program documents (SFU Faculty of Education, n.d.-b, 2024). The FoE internationalization plan includes specific visions regarding internationalizing curriculum, generating internationally relevant and high-quality research, and creating intercultural understanding. The *Guiding Principles for Internationalization* tend to both academic and social rationales while positioning the goal of achieving financial sustainability within an ethical framework. The inclusion of a definition for internationalization and the identification of four main components demonstrate a dual focus on

theoretical and practical aspects, though missing details of FoE's interpretation of internationalization and their progress (SFU Faculty of Education, 2024).

The MEd program exemplifies FoE's internationalization strategy by integrating social and academic rationales within its programming to fulfill international recruitment objectives (SFU Faculty of Education, n.d.-b, 2024). The academic rationale is evident in the curriculum, which focuses on language education and includes both theoretical and practical components. In particular, the highlighted fieldwork courses afford students a valuable opportunity to observe or teach in authentic BC classrooms, which promotes student growth on academic, social, and economic dimensions. The program also fosters a learning community with dedicated academic and cultural support staff. However, with a relatively narrow focus on language teaching, the SFU program, like in other cases, is limited in its practical application since the practicum does not equate to teacher training practicum, nor does the program itself lead to teacher qualification (SFU Faculty of Education, n.d.-b).

University of Victoria

Enrolment and Finance

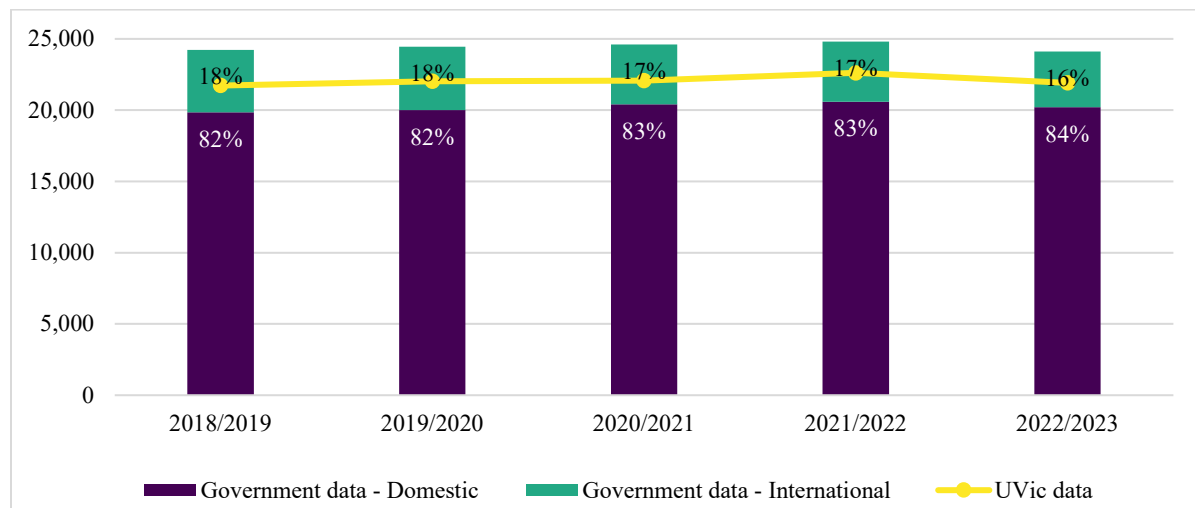
UVic had a total enrolment of 21,737 students in Fall 2023 (UVic, 2024a). The proportion of international students based on FTE (full-time equivalent) enrolment was 17% as of 2023/24 academic year (UVic, n.d.-g). However, data on the number of international students of undergraduate and graduate levels against total enrolment is lacking. The proportion data of FTE enrolment included in the budget reports also lacks consistency (UVic, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e, n.d.-f, n.d.-g). Therefore, Figure 14 is based on open government data that shows only domestic and international status, not differentiating study levels, with the green line indicating the student headcount reported by UVic on November 1st each year, which was

obtained through communicating with UVic (Government of Canada, 2024c; UVic, 2024a).

Overall, UVic student enrolment trend has plateaued, with Faculty of Education (15%), Faculty of Human & Social development (15%), and Faculty of Humanities (8%) going through relatively big declines from 2018 to 2023 (UVic, 2024a).

Figure 14

UVic Enrolment Trends



UVic maintains a balanced budget, which saw a 30% growth from 376 million in 2018/19 to a projected 488 million in 2023/24 (UVic, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e, n.d.-f). It is worth noting that in the 2023/24 budget, the balance was achieved by applying a 4% base reduction for operating expenses (11.9 million), which was attributed to the historical low enrolment of international students (Matte, 2024; UVic, n.d.-f). According to the Enrolment and Budget update published on October 27, 2023, international undergraduate student enrolment was estimated at 1,670 FTE, below the targeted number 2,130, while domestic enrolment reached 14,739 FTE, exceeding the 14,198 target (UVic Financial Planning, 2023). However, in the *FAQs – faculty and staff* section on the same webpage as the 2024 May budget update (UVic

Financial Planning, 2024), UVic explained the reason why enrolling more domestic students cannot compensate for the decline in international students:

No, international undergraduate students pay 5 times more in tuition than domestic students because their education is not funded by the provincial government. Government provides funding to public universities for domestic undergraduate students and graduate students only, and sets those targets. Any additional domestic and graduate students we enroll are funded by tuition fees only and their tuition does not cover the full cost of their education.

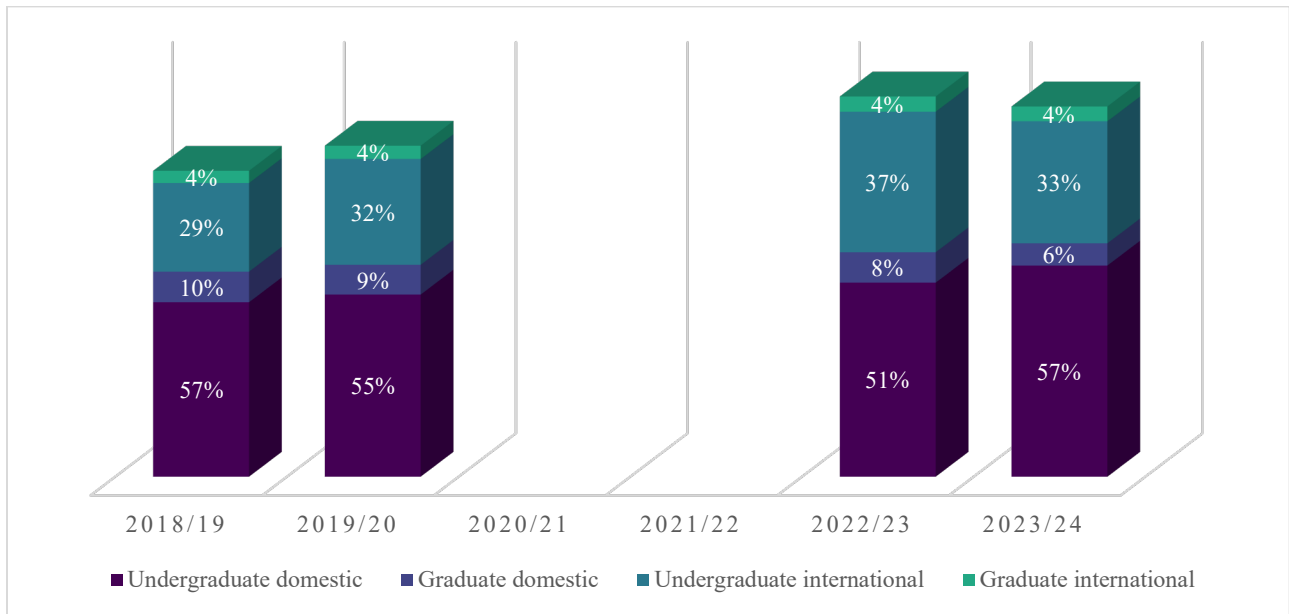
Additionally, the phrase "domestic undergraduate students and graduate students" is unclear. It could mean either only domestic students at both levels receive government funding, or domestic undergraduates and all graduate students (domestic and international) do. Each interpretation affects the university's financial reliance on international tuition differently.

Regarding the tuition breakdown, available data is also limited. UVic's budget documents over the years presented tuition sources in pie charts, showing only *percentages*, not actual *figures* of the monetary contribution from undergraduate domestic, graduate domestic, undergraduate international, and graduate international students (UVic, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e, n.d.-f). However, in actual *figures*, the budgets reported total student fees (instead of just tuition), presumably including both tuition and other fees, which led to the inconsistency. Using data from the CAUBO from 2018/19 to 2021/22 (CAUBO,2024), it was determined that tuition accounted for over 95% of student fees and the inconsistency was negligible. Therefore, the budgeted student fee figures were used to calculate the percentages of student contributions in Figure 15, with only percentages explicitly shown. The missing data for 2020/21 and 2021/22

aligns with the reported data that lacks identifying information in budget reports (UVic, n.d.-c, n.d.-d).

Figure 15

UVic Tuition and Fees Source



Content analysis of the UVic Planning and Budget Framework 2023/24 – 2025/26 reveals a strong focus on enrolment and tuition fees for both domestic and international students (UVic, n.d.-f). UVic identifies declining international enrolment as one of the main reasons for their financial challenges and base budget reduction of 4% for the 2024/25 fiscal year, still, international tuition increase is used to alleviate this financial challenge. The attention to international keyword group and national key word group is more balanced as the former has 96 mentions while the latter has 61. Of the international keyword group, “international” was mentioned 81 times with 38 times on enrolment and 28 times on fees. Surprisingly, support for international students in the form of bursaries and programs appeared 11 times. For the national keyword group, “domestic” garnered 48 mentions with “enrolment” being mentioned 15 times

and “fee” being mentioned 25 times. Again, support for domestic students was mentioned 8 times (UVic, n.d.-f). With a moderate effort in supporting international students, the UVic budget reflects real concerns regarding the declining tuition revenue, hence the focus on international recruitment and tuition.

Strategic Plan Analysis

UVic has a dedicated internationalization plan titled *Making a World of Difference: International Plan 2017-2022* (UVic, n.d.-h). This document is the first Distinct Document to be analyzed in this multi-case study (Childress, 2009). Beginning with a *Message from the President*, the UVic plan provides a background section that includes basic data on UVic’s international activities and the number of international students. It outlines a strategic plan for internationalization, details the implementation of this plan, and includes an appendix with additional data (UVic, n.d.-h).

The UVic plan maintains a comprehensive approach, emphasizing a balanced focus on all three rationales throughout the document (UVic, n.d.-h). The President's message offers an overview of the strategy and sets the stage for more detailed elaborations in subsequent sections. It emphasizes UVic's commitment to connecting local communities with global networks, building international partnerships, attracting international talent, and enhancing UVic’s leadership in international education, research, and community outreach (UVic, n.d.-h).

The *Background* section reviews UVic's achievements since the 2006 international plan, highlighting community engagement and research successes that bolster the university’s global reputation (UVic, n.d.-h). This section also discusses the growth in the number of international students, financial support for international learning experiences, efforts to internationalize the curriculum, and the development of a Strategic Research Plan emphasizing international

engagement. The second section details how internationalization enhances the UVic edge, describing dynamic learning, vital impact, and an extraordinary academic environment. The first two themes, driven by social rationale, encourage students to contribute to local and global communities and create impact, while the third theme emphasizes academic rationale through pledges to internationalize the curriculum and strengthen international research. Finally, an economic rationale also emerges as UVic discusses how internationalization supports the local job market and regional prosperity (UVic, n.d.-h).

Moving on to *A Plan for the University of Victoria*, the university first defines internationalization based on a definition developed by CBIE, which is also an alternative version the original Knight's (2003) definition given the similar wording but elaborated on its impact and goals (UVic, n.d.-h). Nonetheless, this document marks only the second instance within this analysis where a definition of internationalization has been explicitly provided. The plan identifies seven principles of internationalization, touching again on all three rationales and explicitly recognizing the economic benefits international students bring to the local community and the university. UVic ensures, on paper, that the economic benefits of internationalization are not merely advantageous but are also aligned with its other interests in improving academic quality, expanding capacity, advancing scholarship, and contributing globally. This alignment helps to mitigate any potential criticisms that might arise from a perceived overemphasis on profit-driven motives (UVic, n.d.-h).

Specifically, UVic's internationalization plan consists of five strategic categories (UVic, n.d.-h): creating a culture of exchange through student mobility; enhancing the international student experience; providing intercultural curricula for a global-ready institution; making a vital

impact through international engagement; and establishing an extraordinary environment for internationalization.

Each category has detailed objectives and strategies that embody different rationales (UVic, n.d.-h). For example, for Category 1, UVic argues that overseas experiences enrich students' academic studies and commits to providing "international experiential and work-integrated learning opportunities that align with student interests and UVic's learning outcomes" (p. 11), which is mainly from an academic rationale but also takes into consideration students' career development and the labor market needs from an economic rationale. Meanwhile, UVic also highlights its dedication to "maintain the number of international students at current levels...to guide a coordinated and integrated approach to enrolment" (p. 12), which shows an economic rationale. Similarly, Category 2 details UVic's aspirations in improving international student experience focusing on community development (social rationale) and academic support (academic rationale). Category 3 and Category 4 both have a dual social and academic rationale, with the former focusing on improving curricula and promoting intercultural competence among its members, while the latter committing to addressing global issues through research excellence. Category 5 encapsulates all rationales with its focus on community development, program building, and student recruitment (UVic, n.d.-h).

Program Profile

Information on the UVic program is the most limited in comparison with other cases. Available information consists of a brief description of the program on the UVic Faculty of Education's website and similar information on official printable posters over the years (UVic Department of Curriculum and Instruction, n.d.-a, n.d.-b, 2022a, 2022b; UVic Faculty of Education, n.d.-a, n.d.-b, n.d.-c, n.d.-d). The UVic MEd in Curriculum Studies (international

cohort) is a 2-year cohort-based program for international students. Students are required to complete 15 units, which include seven courses and a graduating project. The program description highlights a focus on “current issues and trends in education” and “theories and principles that guide teaching and learning” (UVic Department of Curriculum and Instruction, 2022a, para. 2). The domestic cohorts typically have one or two courses per semester for six semesters but no specific timetable for the international cohort was provided other than that they take courses across five full-time semesters and are not eligible for co-op work (UVic Department of Curriculum and Instruction, 2022b). Students are also reminded that this degree does not qualify them to teach in Canadian K-12 schools (UVic Department of Curriculum and Instruction, n.d.-a).

Admissions. Admission requirements include a “B” (73%) of the last two years of undergraduate work and no explicit requirement on education related academic or professional background (UVic Department of Curriculum and Instruction, n.d.-b; UVic Academic Calendar, 2025). The MEd program webpages did not mention language or academic pathway programs for this degree, making it the second university that does not offer conditional entry in this multiple case study collection.

Course Structure. The international cohort follows a similar course structure as a regular cohort, as documented in UVic's graduate calendar (UVic Academic Calendar, 2024; UVic Faculty of Education, n.d.-d). Typically, a regular MEd student would take two curriculum related courses, three project courses, a research methodologies or qualitative methods course, along with four elective courses. In contrast, for the international cohort, the elective courses are predetermined as four EDCI 591 courses, including Writing for Academic Purposes; English Language Learning: Theory and Practice; Personalized Learning; and Cultural Issues in

Education. It is intriguing to note that among these electives, one focuses on academic writing, effectively functioning as an EAP course; another on English Language Learning, which is reasonable for students specializing in English language teaching, but less relevant for those with an aspiration for other educational topics, such as mathematics education or special education. The Personalized Learning course may offer elective variability, subject to course selection availability; the final course on cultural issues in education is well-suited for preparing students to navigate intercultural dynamics within educational settings. However, the absence of detailed course descriptions of the EDCI 591 courses limits the depth of analysis (UVic Academic Calendar, 2024; UVic Faculty of Education, n.d.-d).

International students are supposed to take three more courses and a graduating project in addition to the four EDCI 591 courses. Of the three courses, two courses focusing on curriculum theories (EDCI 531 Introduction to Curriculum as Discourse; EDCI 532 Emerging Trends and Topics in Curriculum Studies) and one course on research methodologies (EDCI 581 Research Methodologies). The two curriculum courses develop student knowledge in the field, while the research course prepares students for “an original graduating project based on their specific area of interest” (UVic Faculty of Education, n.d.-d, para. 1). The graduating project involves a series of supportive courses, facilitating students in drafting a project proposal (EDCI 598A Project Proposal and Literature Review), executing the project (EDCI 598B Project), and ultimately, presenting their findings (EDCI 597 Project Presentation).

Summary

UVic is the second case that has a declining international student enrolment, with limited growth in overall enrolment from 2018 to 2023. Meanwhile, the 30% growth in budget makes it the HEI with the highest budget increase (UVic, 2024a, n.d.-a, n.d.-f). However, facing

decreased tuition revenues from a diminishing number of international undergraduate students, the university had to implement a 4% (13 million) budget cut for its 2023/2024 budget to stay balanced (UVic, n.d.-f; UVic Financial Planning, 2024a). This financial predicament positions UVic as a financially challenged institution in this multi-case study.

Specifically, the 2023-25 budget document reflects an economic rationale revolving around international fees and enrollment, while a social rationale is evident in references to support services for international students (UVic, n.d.-f). The focus on international recruitment and tuition remains strong in its 2024/25-2026/27 budget, which explicitly recognizes the impact of IRCC policies (UVic, n.d.-f, n.d.-g). Meanwhile, UVic's frequent budget updates informing the university members and the public about how recruitment affects the budget and how the university is manages recruitment showcase a responsive strategy in addressing financial concerns, aligning with the economic rationale revealed in UVic's internationalization plan (UVic, n.d.-h; UVic Financial Planning, 2023, 2024a, 2024b).

UVic internationalization plan is robust, exhibiting a well-rounded focus across academic, social, and economic rationales, with plenty of details on the university's current status, objectives, and tactical measures (UVic, n.d.-h). The plan acknowledges the critical role of international students in generating tuition revenue, which constitutes a significant economic impetus for its internationalization initiatives. It also addresses academic and social rationales, elaborating on UVic's strategies and plans in the internationalization document (UVic, n.d.-h). However, the declining enrolment of international undergraduate students and its catastrophic effect prompts an inquiry into the extent of Canadian universities' dependency on international students for financial viability and how much institutions can do in planning for volatile market environment.

In comparison, UVic's MEd program documents are extremely limited. The information on UVic Department of Curriculum and Instruction website is concise, introducing the program focus, proposed courses, fee installments, and admission requirements (UVic Department of Curriculum and Instruction, n.d.-a, n.d.-b, 2022a, 2022b). The program posters, despite yearly updates on the program cohort years and occasional course updates, provide minimal information beyond what is already on the website (UVic Faculty of Education, n.d.-a, n.d.-b, n.d.-c, n.d.-d).

Regarding the course setup for the MEd program, the academic writing course(s) arguably do not align well with the expectations of a graduate-level program and might be more apt as non-credit offerings, because they essentially serve as English for Academic Purpose courses (UVic Faculty of Education, n.d.-a, n.d.-d). An additional English writing course was included in the curriculum for the 2018-2020 cohort, triggering questions about the English language competence of the international students enrolled in the program (UVic Faculty of Education, n.d.-a). Furthermore, the curriculum does not sufficiently cover curriculum studies, with only two courses directly addressing this area (UVic Faculty of Education, n.d.-d). There is also an absence of information regarding career pathways or support services for the international student cohort, despite UVic's commitments outlined in strategic and budgetary documents to enhance the international student experience (Department of Curriculum and Instruction, n.d.-a; Uvic, n.d.-h).

Lastly, the inconsistency in outdated institutional statistics, though not the main focus of the document analysis, has certainly created an impression on the university's data management, which is an important basis for accountability and efficiency for postsecondary institutions. This disparity between the university's strategic intentions and the operational realities institution-

wide and within the MEd program highlights a significant gap, positioning UVic distinctively among the institutions examined so far. While strategic intentions were clearly articulated, the implementation of internationalization might be restricted by limited institutional coordination and outdated data practices. These issues not only undermine the university's ability to track and enhance internationalization outcomes but also raise concerns about the overall quality and responsiveness of the MEd program.

Vancouver Island University

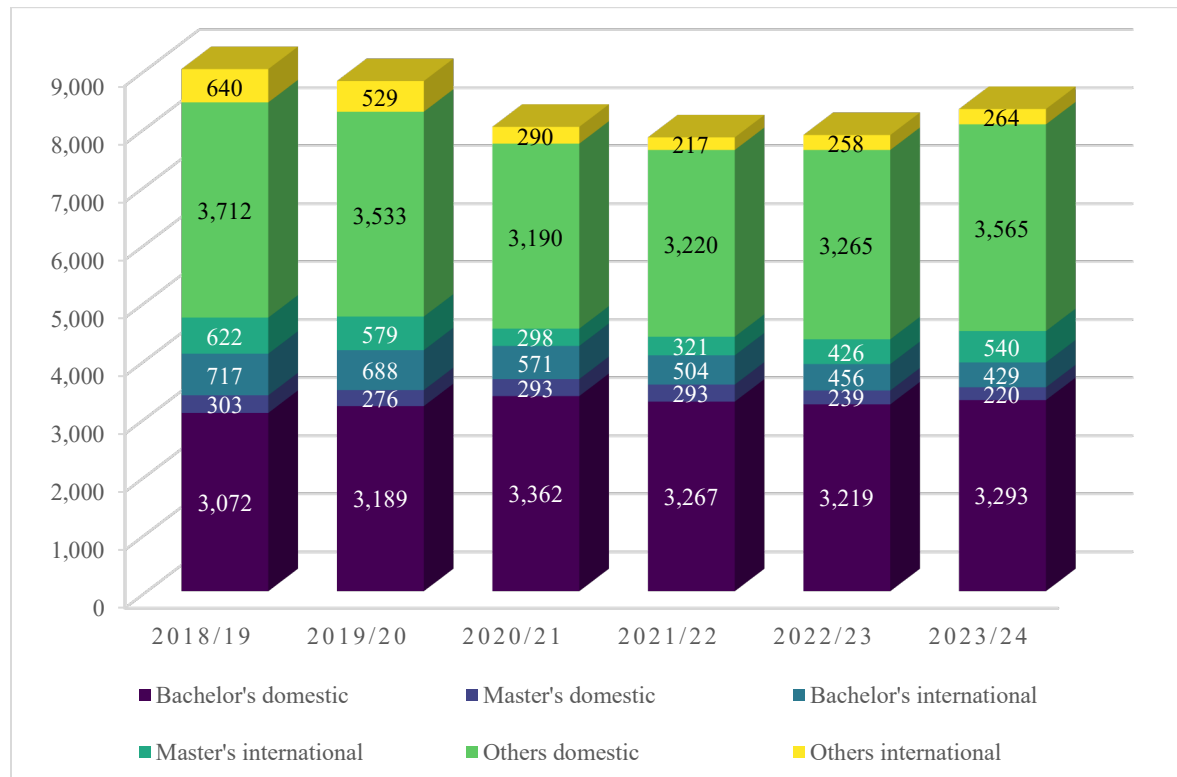
Enrolment and Finance

Enrolling a large body of non-degree students, including diploma, certificate, non-credential, and developmental students, VIU had 8,312 FTE students with 1,233 (15%) international students as of 2023-24 fiscal year (VIU Office of University Planning and Analysis, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e). VIU's FTE enrollment has been declining since 2018/19, with Bachelor's degree domestic students being the only category that experienced growth. In particular, international student categories experienced various degrees of decline during the same period, shrinking by 37% (VIU Office of University Planning and Analysis, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e). VIU is the third university in this multi-case study to experience a decline in international student enrolment, following the examples of SFU and UVic (Government of Canada, 2024c; Jung, 2023; UVic, 2024a).

A detailed breakdown of VIU's student population over the years can be found in Figure 16, with the categories adjusted based on the reporting practices in VIU's enrolment reports (VIU Office of University Planning and Analysis, n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e). The "others" category includes diploma, certificate, post-degree, development, non-credential, and adjustments students.

Figure 16

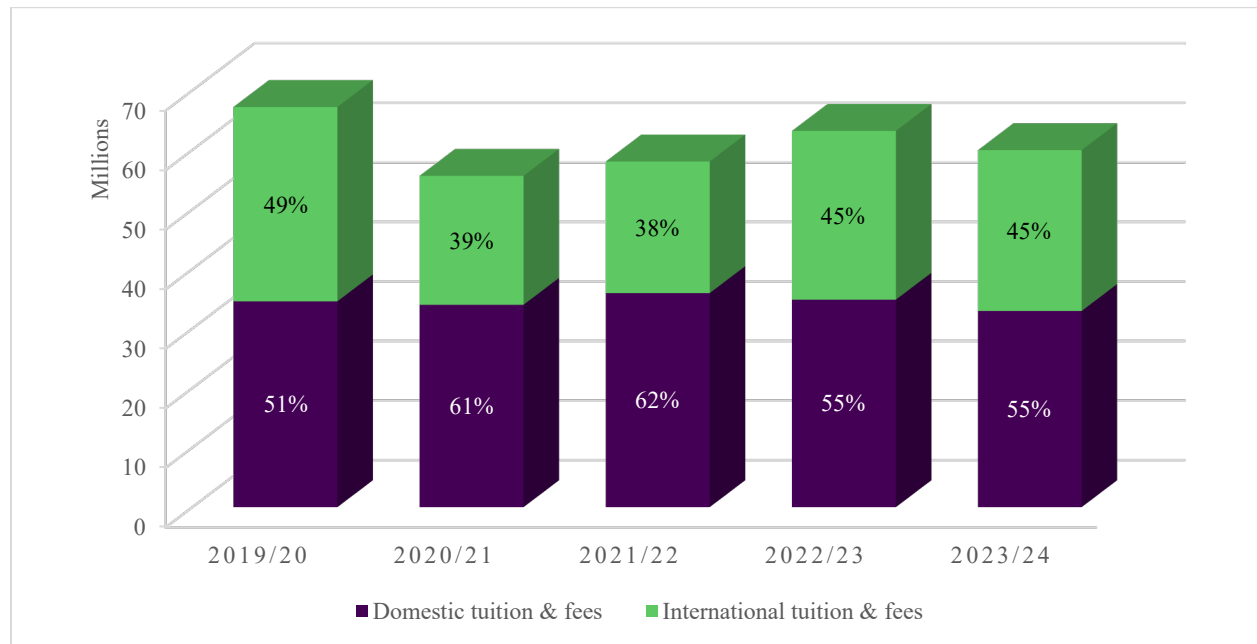
VIU Enrolment Trends (FTE)



While VIU’s overall revenue increased 14% from 151 million in 2018/19 to a budgeted 172 million in 2023/24, its deficit increased 22% from 151 million to a budgeted 185 million during the same period, which puts the university in deficit since 2019/20 (VIU, 2018, 2019, 2020, 2021, 2022, 2023a). Regarding tuition and fees, VIU recognized the global pandemic as a watershed moment when international tuition and fees plunged from \$32 million in 2019-20 to \$21 million in 2020/21 (Figure 17). This significant decrease was a major blow to the university's budget and contributed to the \$9 million deficit in that year (VIU, 2022). VIU has accumulated over 30 million in deficit since 2019/20, and projected another 8 million deficit for 2024/25 (VIU, 2019, 2020, 2021, 2022, 2023a, 2024).

Figure 17

VIU Tuition and Fees Source



Note. 2018/19 data did not differentiate domestic/international sources hence not included.

2019/20, 2020/21, 2021/22 are actual figures; 2022/23, 2023/24 are budget figures.

VIU disclosed faculty level enrolment and tuition data in its 2022/23 budget, with both actual figures and budget/forecast figures spanning from 2019/20 to 2022/23 (VIU, 2022).

Within the Faculty of Education (Table 9), the tuition and fees revenue was 6 million in 2019/20 and increased to a budgeted 7.2 million in 2023/24, marking a 20% increase. Specifically, tuition and fees revenue from international graduate students grew from 672,546 to 1 million over the same period, marking a 53% growth (VIU, 2022). In comparison, the tuition and fees revenue at Windsor Faculty of Education grew from 4.4 million to 9 million, marking a 105% growth, while the tuition and fees revenue at Brock Faculty of Education grew from 7.8 million to 11.2 million, marking a 43% growth (Brock, n.d.-c, n.d.-g; Windsor, n.d.-a, n.d.-e).

Table 9*VIU Faculty of Education Tuition Revenue*

	2019/20	2020/21	2021/22	2022/23
Undergrad domestic	2,606,190	2,861,504	3,061,745	3,287,313
Grad domestic	2,195,683	2,211,450	2,604,515	2,563,913
Undergrad international	550,497	277,508	223,480	285,823
Grad international	672,546	553,865	765,068	1,027,252

Note. 2019-20 and 2020-21 are actual figures; 2021-22 and 2022-23 are budget figures.

VIU's 2023/24 budget explicitly addresses the deficit situation and links it to declining enrolments (VIU, 2023a). This focus on enrolment is evident in both keyword groups with the international keyword groups (frequency = 65) mentioning enrolment 23 times and the national keyword groups (frequency = 33) mentioning enrolment 16 times. In addition, VIU mentioned supporting international students six times through services and scholarship as well as supporting faculty internationalization efforts. Despite the university's heavy reliance on international tuition and fees, especially in its deficit position in recent years, fee-related keywords have very low frequency.

On the flip side, for the first time, VIU dedicated a whole section on *International Education* in its budget document, covering topics such as *Education Abroad, Global Engagement, Intercultural and Group Programs, International Student Services, and International Marketing and Recruitment*. This section presents a mix of the three rationales, with focus on promoting international education, intercultural communication, and international recruitment (VIU, 2023a). Although budget documents are not typically used to elaborate on internationalization rationales, VIU's actions suggest a more comprehensive effort to rationalize their internationalization strategy, potentially driven by initial financial motivations.

Strategic Plan Analysis

The VIU internationalization strategy is the second Distinct Document included in this multiple case study (VIU International Education, 2023). It has a strong focus on social rationale, as reflected in the vast coverage of topics such as international community building, global citizenship education, intercultural communication, student development, etc. The main sections in this strategic vision are *Our Principles of Practice* and *Strategic Vision Goals*. Both sections address explicitly to Faculty of International Education, which oversees the English Language Center, The High School at VIU⁸, and support services for international students at VIU (VIU International Education, 2023).

Our Principles of Practice applies to the services provided by Faculty of International Education (VIU International Education, 2023). Out of the 10 principles of practice, one principle highlights commitment to high standards or professionalism, continuous learning, and personal growth. One principle highlights improvement of services. The rest of the principles focus on services that promote equity, respect, global citizenship values, ethical actions, and so on (VIU International Education, 2023).

Four strategic vision goals were set out for Faculty of International Education as well, including *1. Creating a Diverse Campus*, *2. Promoting International Students' Success*, *3. Fostering Global Literacy*, and *4. Building a Global Community* (VIU International Education, 2023). Juxtaposing the strategic vision goals are excerpts from *VIU Academic Plan: Promoting and Celebrating Access to Excellence* (February 2017, hereafter academic plan), *VIU's Graduate Attributes: Institution-level Learning Outcomes* (hereafter learning outcomes), and *United*

⁸ Located on the Vancouver Island University (VIU) campus, The High School at VIU benefits from full access to the university's resources and facilities (Top Private Schools Canada, n.d.). The partnership between VIU and The High School remained active from 1996 to 2024 (VIU, 2023b).

Nations Declaration on sustainable development (hereafter UN sustainable development) (VIU International Education, 2023).

On first look of the strategic vision goals, the strong focus on social rationale is obvious, since diversity, student success, global literacy, and global community are essential components of community building and social development (VIU International Education, 2023). Yet, a closer reading of the specific action points of each vision goal revealed academic rationale and economic rationale as well. For example, out of the 10 action points under the first vision goal, *Creating a Diverse Campus*, seven focus on international student recruitment, marketing, and communication efficiency. This approach appears incongruent with the academic plan's emphasis on learning, respect, discovery, and engagement, indicating a disconnect between the plan's alleged priorities and a predominantly economic rationale (VIU International Education, 2023).

In *Promoting International Students' Success*, there is a mix of academic and social rationales, with action points that address support services for international students, student satisfaction levels, and suitable curriculum and programs that help international students meet their learning objectives (VIU International Education, 2023). This section aligns well with the academic plan values, which highlight student success, high quality teaching, campus communities, and global awareness, for example. However, the use of the term *customer service* is unique among all universities in this multiple case study, which might prompt some concerns due to the corporate connotations of this term (Calma & Dickson-Deane, 2020).

In *Fostering Global Literacy*, the focus returns to the social rationale but also includes both academic and economic rationales. Efforts to improve global literacy include developing intercultural awareness, educate host families for international students, connect international

and Indigenous education for meaningful partnerships, and fostering global citizenship. The vision goal also addresses academic mobility opportunities and building institutional education abroad profile. The learning outcomes were included in this section, which address literacies (i.e., reading, written communication, technological literacy, etc.), intellectual and practical skills (i.e., disciplinary expertise, creative thinking, active learning), and civic engagement (i.e., Indigenous perspective, intercultural perspective, ethical reasoning, etc.). The last vision goal, *Building a Global Community*, shows a strong social rationale again as most of the action points address intercultural understanding, global citizenship, inclusion and integration of international students and there is some attention on economic rationale, as well (i.e., benefit cooperations worldwide) (VIU International Education, 2023).

Program Profile

The programs of focus at VIU are the full-time MEd in Education Leadership and the full-time MEd in Special Education (VIU Faculty of Education, n.d.-a, n.d.-b, n.d.-c). Both specializations are 16-month, cohort-based, and draw a significant number of international students. Grounded in both theory and practice, the Educational Leadership specialization aims to develop innovative leaders within the education system, while the Special Education specialization delves into teaching and learning strategies tailored to address diverse learning challenges (VIU Faculty of Education, n.d.-a, n.d.-b, n.d.-c).

Specially, the Educational Leadership stream emphasizes multiple times that graduates from the program would be able to lead in schools on a variety of topics including assessment, Indigenous education, curricula, diversity and social justice, reflective inquiry and action research. The Special Education stream equips students with skills and experiences “prescribed by the BC Ministry of Education for Special Education specialist teachers” and the capacity to

lead in special education areas (VIU Faculty of Education, n.d.-c, para. 7). Regarding career outcomes, VIU claims that domestic graduates of the two specializations would be well-prepared for leadership roles in education or in the special education area due to shortages reported by BC school districts. Employers increasingly prefer candidates with a master's degree from a BC institution. However, the career outlook only pertains to domestic graduates, offering no guidance for international students. This omission is concerning, because it fails to address potential challenges international students may face in securing employment domestically or abroad, highlighting an information gap. In addition, unlike the other universities in this multiple case collection, nothing in the VIU program descriptions remind students that MEd degrees do not lead to teacher qualifications (VIU Faculty of Education, n.d.-b, n.d.-c).

Admissions. Description on admission requirements is very thorough and affords flexibility for applicants in various situations (VIU Faculty of Education, n.d.-b, n.d.-c). Applicant can have non-education background but should have a bachelor's degree or equivalent "acceptable in content by the Faculty of Education" with "B" (72%, VIU Centre For Innovation and Excellence in Learning, n.d.) in final two years and/or demonstrate academic excellence. Also, two years' teaching experience is preferred. Secondly, both programs offer laddering (i.e., upgrade) opportunities through diploma programs with relatively more flexible admission requirements. Graduates with VIU's Literacy, Language and Learning graduate diploma could ladder into either MEd program, while graduates with the Inclusive Education Graduate Diploma could ladder into Med Special Education (VIU Faculty of Education, n.d.-b, n.d.-c).

Course Structure. The two specializations share a similar course structure, encompassing six required courses, a field inquiry, and a major project (VIU Faculty of Education, n.d.-b, n.d.-c). Both programs offer a mixture of theoretical research and practical

application courses. Typically, students complete the six courses across two semesters, followed by the field inquiry and major project in subsequent two semesters. In the Educational Leadership track, students take three courses (MEDL500 Foundations of Educational Leadership; MEDL580 Leadership in the BC Context; MEDL600 Educational Change) in first semester and another three (MEDL550 Research in Education; MEDL590 Leadership Values and Ethics; MEDL650 Leading Learning) in second semester. Meanwhile, Special Education students engage in MEDS510 Foundations of Special Education, MEDS520 Development and Exceptionality in Human Learning, and MEDS530 Critical Issues in Special Education in the first semester and complete MEDS540 Teacher as Researcher in Special Education, MEDS610 Individual Assessment & Intervention Planning, and MEDS620 Translating Special Education Research to Practice in the second semester. Both specializations include a field inquiry course in which students may choose to work on a thesis, community project, portfolio, or additional coursework. For the Educational Leadership stream, it was emphasized that the field inquiry course would build upon the MEDL550 research course; in practice, it further prepares students for the major project, which serves as the program's culmination by integrating theory and practice within the students' own work (VIU Faculty of Education, n.d.-b, n.d.-c).

Overall, the VIU MEd program has a concise curriculum with eight required courses and no elective courses (VIU Faculty of Education, n.d.-b, n.d.-c). The courses focus on theory/research and practice. The research piece is malleable with an introductory research course to prepare students for research, a field inquiry course that could go into more theoretical research as in a thesis or a practical project as in an action project, or it could be more coursework (potential for an elective course). The culmination of these efforts is realized in a

final project course, designed to foster gradual, flexible development from initial research to completion (VIU Faculty of Education, n.d.-b, n.d.-c).

Regarding the stream-specific courses, both streams have a considerable number of courses pertaining to BC teachers/educators, but not qualifying international graduates to teach in public schools in BC, nor offering courses applicable to international contexts (VIU Faculty of Education, n.d.-b, n.d.-c). Additionally, the absence of explicit mention of international students in VIU's program descriptions, despite their considerable enrollment, highlights an area for enhancement in celebrating and integrating the diversity and perspectives they contribute to the academic community. In summary, while the VIU MEd program offers practical and theoretical training in Special Education and Educational Leadership, its structure and focus might lead to different pathways and considerations for local and international graduates which is not addressed on program webpages (VIU Faculty of Education, n.d.-b, n.d.-c).

Summary

Combing through the budget, program, and strategic documents, it is notable that VIU's internationalization trajectory predominantly aligns with social and economic rationales, with a relatively broad focus on academic rationale (VIU, 2023a; VIU Faculty of Education, n.d.-a, n.d.-b, n.d.-c; VIU International Education, 2023). VIU's commitment to the welfare and success of international students—emphasized through initiatives aimed at fostering global literacy and building a global community—articulates a social rationale. Meanwhile, the emphasis on economic rationale stems from the institution's ongoing financial challenges, including declining enrolment and widening fiscal deficits, explaining the pronounced focus on enhancing international enrolment and diversifying the student body as key strategies within both budget document and internationalization strategy. In contrast, in the internationalization strategy, the

academic rationale was rather general, characterized by mentioning of academic values, quality teaching, undergraduate and applied research, and global literacies, instead of addressing specifically the academic areas that VIU intends to work on within the global context. This orientation aligns with VIU's identity as a comprehensive teaching institution, distinct from research-centric universities that may prioritize enhancing research capacity or prestige as key internationalization objectives, as indicated by Seeber et al. (2016).

Additionally, in the 2023-24 budget document, a section was dedicated to international education, listing VIU's internationalization abroad projects and internationalization at home initiatives, driven by academic, social, and economic rationales. Even though budget documents are not the common place to present such information, it did provide a glimpse of VIU's multiple rationales in advancing internationalization (VIU, 2023a; VIU Faculty of Education, n.d.-a, n.d.-b, n.d.-c; VIU International Education, 2023).

Similar to the TRU program, the two MEd programs at VIU have a strong focus on employment and career advancement (VIU Faculty of Education, n.d.-a, n.d.-b, n.d.-c). However, international students are notably absent from the *Career Opportunities* section of the program webpage. Mentions of international students appear only in sections related to program logistics, such as English language requirements, admission criteria, and tuition fees. Despite VIU's internationalization strategy and budget encompassing all three rationales, and the MEd programs enrolling a significant number of international students in the full-time cohorts, neither the curriculum nor the program design reflects a particular focus on the needs of international students (VIU, 2023a; VIU Faculty of Education, n.d.-a, n.d.-b, n.d.-c; VIU International Education, 2023).

Chapter Summary

The case profiles in this chapter are based on document analysis of budget and enrolment data, program descriptions, and strategic plans. The analysis shows a misalignment between the articulated rationales driving internationalization, which center on social and academic rationales, and the institutional reality that calls for a stronger focus on economic rationale, as evident in how the heavy reliance on international student tuition put several HEIs in precarious financial situations due to decrease in international enrolment, exacerbated by travel restrictions caused by external events such as the pandemic and IRCC policy changes.

Social and academic rationales dominate the internationalization policies of the seven universities, reflecting the public purpose and obligations these HEIs claim to uphold, despite the debates about whether higher education continues to serve the public good (Brophy & Tucker-Abramson, 2012; Marginson, 2011; Usher, 2015). The focus of the MEd programs and their curriculum design aligns with this heightened emphasis on social and academic rationales, addressing educational issues, fostering global perspectives, and developing students' research competence. This emphasis also corresponds with previous findings on the strategic priorities in HEI internationalization plans, which include global impact, institutional and student development, educational benefits, and the greater good (Calikoglu et al., 2020; Guo & Guo, 2017; Willis & Taylor, 2014).

While some HEIs did mention economic rationale in their internationalization policy, the data lack explicit recognition of individual perspectives, particularly from international students, on the economic rationale. The program documents further confirm this oversight of student perspective, with the program design adopting a 16-month or longer cycle that facilitates a three-year Post-Graduate Work Permit (PGWP) for the international students, but lacks career

guidance on how these students could find employment in the Canadian education sector after graduation. With the exception of VIU, other universities unanimously put up a disclaimer on the MEd degree not leading to Canadian teaching qualifications. This contrasts sharply with the study and stay message conveyed in Canadian international education, as well as research findings that identify immigration and settlement in Canada as the main motivation for students attending similar programs (Brunner, 2017; Gopal, 2016; Government of Canada, 2022; Wang, 2017; Zhou et al., 2017).

Case profiles provide essential context for the analysis of internationalization rationales in each case. Next, cross-case analysis will be presented to answer the three sub research questions and the overarching research question.

Chapter 5 Cross-Case Analysis

This research was guided by one overarching research question, how is internationalization articulated in strategic plans and implemented in the MEd programs? Three sub research questions provide insights into this query and are discussed separately. The previous chapter provided contextually enriched answers to the articulation and implementation of internationalization in the MEd programs. In this chapter, attention is directed to cross-case analysis findings, which include a review of survey participants, responses to the three sub-research questions, and ultimately an answer to the overarching research question.

Surveys were sent to admins, instructors, and students at UPEI, TRU, SFU, and VIU. The surveys follow a similar structure, with demographics questions at the beginning, scale questions as the main focus, and three open-ended questions as an additional channel for participants to provide qualitative feedback. The scale questions were designed based on the academic, social, and economic rationales proposed by Knight (2021), with the ones in admin and staff survey focusing on the contribution of the MEd programs, while the ones in instructor and student survey gauging student growth along their MEd journey. Survey findings both complement and triangulate the insights gleaned from the document analysis, thereby contributing to a more holistic understanding (Bowen, 2009; Creswell & Gutterman, 2019).

The cross-case analysis encompassing qualitative and quantitative data confirmed previous findings on the different levels of attention on academic, social, and economic rationales. Admins, staff, and instructors provided feedback on the dominant rationale in their institutions, while recognizing the contribution and issues of the MEd programs as part of the higher education internationalization process. Meanwhile, instructors and students shed light on student growth during the MEd program on social, academic, and economic dimensions. Last but

not least, the open-ended questions captured more nuanced feedback on the MEd programs, providing additional individual context for interpreting the different rationales. Taken together, an answer to the overarching question was crafted, highlighting the dynamics among academic, social, and economic rationales on individual and institutional levels, as materialized in the MEd programs.

Survey Participants

Three sets of surveys were sent out to admins and staff, instructors, and students at UPEI, TRU, SFU, and VIU. The other three universities were not included in the survey, because the MEd programs at Windsor and Brock were discontinued and UVic declined survey invitation. Admins and staff survey (Appendix A) focuses on the contribution of MEd programs to the host institutions and communities along academic, social, and economic dimensions, while instructor survey (Appendix B) and student survey (Appendix C) focus on student progress during the MEd programs along academic, social, and economic dimensions. Three open-ended questions were included at the end of each survey to solicit qualitative feedback on participants' positive and negative experiences, as well as additional comments. Pseudonyms were assigned to participants in the cited quotes used in this writing (Appendix E).

Admin and Staff Participants

Eleven participants with various roles and responsibilities responded to the admins and staff survey. After taking out five participants who hold teaching positions as professors or sessional instructors, there left six participants completed the survey. Out of the six participants, half were deans or who had experience as dean, the other half includes one research assistant, one program assistant, and one academic coach. Two had under five years of experience in the program and the other four had over five years of experience. Regarding international experience

or activities that participants were involved in (e.g., study abroad, teach abroad, international research), there are two participants who had zero international experience, two had one type of international experience, and two had two types of international experience.

Instructor Participants

Twenty-nine participants responded to the instructor survey. After adding the five participants from admin and staff survey, there are 18 adjunct or sessional instructors and 16 faculty members (tenure or tenure track) took part in this study. Nineteen of them had under five years of experience while 15 of them had been working in the program for over 5 years, including five who had worked over 10 years in the program. The majority (31 out of 34) of them were involved in teaching but participants also reported experience in communication (17 out of 34), admission (8 out of 34), scheduling (7 out of 34). Regarding international experience or international activities that participants involved in, there are 12 instructors who had no international experience, six had one type of experience, seven had two types of experience, and eight had all three types of experience. An overview of the demographics of admin, staff, and instructor participants (combined for anonymity purposes) can be found in Appendix D.

Student Participants

The student survey gathered responses from 80 participants, blending perspectives from current students and alumni across several institutions. Most respondents were from UPEI and TRU, with some currently new to their programs and others graduated from the program more than two years ago. Participants brought rich backgrounds, predominantly in education, though some came from fields like STEM and business. Graduates had found roles primarily in education, with others pursuing careers in areas such as law, media, and administration. Respondents, primarily aged over 25, represented a wide array of countries, including China,

India, Nigeria, and Sri Lanka, among others, providing a range of cultural perspectives. A detailed breakdown of the student participants' demographics can be found in Table 10.

Table 10

Student Participant Characteristics

Participant Characteristics	N	Percent
1. Institution		
UPEI	52	65%
TRU	25	31%
SFU	1	1%
VIU	1	1%
Not Disclosed	1	1%
2. Student status		
Current student - Less than 6 months	14	18%
Current student - 6–12 months	20	25%
Current student - Over 12 months	19	24%
Graduate - Less than 1 year	6	8%
Graduate - 1–2 years	9	11%
Graduate - Over 2 years	12	15%
3. Current student - Previous background		
Education-related background	45	56%
Other backgrounds (e.g., STEM, Business)	7	9%
4. Graduate - Work area		
Education-related fields	18	23%
Other fields (e.g., Legal, Media, Immigration, Admin)	9	11%
5. Age		
≤ 25	2	3%
26-35	47	59%
≥ 36	31	39%
6. Nationality		
China	28	35%
India	20	25%
Sri Lanka	7	9%
Nigeria	7	9%
Ghana	5	6%
Vietnam	3	4%
Belarus	2	3%
Other countries (i.e. Argentina, Bahrain, Canada, Iran, Mexico, Poland, UK)	7	9%
Not Disclosed	1	1%

Patterns emerged based on nationality regarding English preparation courses, use of recruitment agents, and academic or financial status. Overall, 68 students indicated that English was not their first language, and 37 of them took English courses prior to their MEd program. Specifically, 82% of Chinese students, 31% of students from other countries, and 20% of Indian students had taken English courses prior to starting their MEd programs. Regarding agent use, less than half students (33 out of the 80) indicated that they used paid agents to enter the program. Again, country specific pattern emerged, with 57% of Chinese students, 45% of Indian students, and 25% of students from other countries used agents. Lastly, for the financial and academic status of students from the MEd programs, 5% indicated that they struggled academically while 24% indicated that they struggled financially. A closer look shows that 89% of the Chinese were doing academically and financially okay or well in the program while for Indian students, all of them were doing academically okay or well but over a third struggled financially.

Three open-ended questions were included all surveys. The three questions asked participants to add positive, negative, or other comments regarding the MEd program. Of the 120 participants (80 students, 34 instructors, six admins and staff) who answered the survey, 97 responded to the three open-ended questions. A total of 243 entries, averaging 22 words per entry, were recorded. A detailed breakdown of the length of the entries can be found in Table 11.

Table 11

Summary of Open-ended Responses

	Entry Length	Frequency
	1-25 words	175
	26-50 words	41
	51-75 words	18
	Over 75 words	9
Total	5,350 words	243

Survey data provided essential individual perspectives on the rationales behind internationalization. Admins and staff from the faculties of education hosting the MEd programs contributed insights into program operations and their perceptions of the programs within broader institutional internationalization strategies. Instructors and students evaluated their agreement with the social, academic, and economic benefits of the MEd programs, particularly in terms of student development. Following this, a cross-case analysis based on integrated qualitative data and quantitative data is presented to answer the three sub research questions, before addressing the overarching research question at the end of this chapter.

Research Question One: Internationalization Rationales in Strategic Documents

An analysis of sections related to internationalization in strategic documents (i.e., strategic plans and internationalization plans) reveals that all three rationales are present in the internationalization strategies of the seven universities, albeit receiving different amounts of attention. Social and academic rationales are often intertwined and highlighted, whereas economic rationales are more subtle and from an institutional perspective. However, contextual information in case profiles indicates that a dominant economic rationale drives internationalization efforts, as reflected in budget and enrollment planning. This economic focus is also evident in some program documents, as HEIs attempt to align their economic motivations (e.g., recruitment) with those of students (e.g., career advancement). Survey data further supports the prevalence of economic rationales in institutional internationalization efforts and highlights the dynamics—and occasional conflicts—between individual and institutional rationales.

Of the seven universities, four had general institutional strategic plans while the other three had institutional level or faculty level internationalization plans for more in-depth analysis. For the four universities (UPEI, Brock, Windsor, TRU) that had only general institutional

strategic plans, the analysis included a scan of other institutional priorities to gain a comparative perspective of the amount of attention paid to internationalization in those institutions, which is reported in the following section.

Strategic Priorities

To avoid discussing internationalization in isolation, a brief overview of other strategic priorities within universities is provided. This overview is limited to the four institutions (Brock, Windsor, UPEI, and TRU) that had general institutional strategic plans, because it is a byproduct of the document analysis. Brock and UPEI both had a longer coverage on internationalization in their strategic plans, as reflected in dedicated sections on internationalization and throughout the entire document. For example, in section 2.1 *Environmental Scan*, Brock set the tone by emphasizing how internationalization impacted university reputation, student enrollment, and research partnerships (Brock, n.d.-h). UPEI recognizes *Education for a Connected World* as one of its five priorities and promoted internationalization both on campus and abroad (UPEI, 2018). Both universities also discussed in depth their academic aspirations, focus on community development and involvement, as well as university management (e.g., accountability framework, human resource management, quality assurance) (Brock, n.d.-h; UPEI, 2018). In comparison, Windsor and TRU placed more emphasis on promoting Equity, Diversity, Inclusivity, and Indigeneity values, with internationalization or global challenges mentioned only occasionally in their documents (TRU Office of the Provost and Vice-President Academic, n.d.-b; Windsor, 2023). Despite the absence of an official published format of institutional strategic plan, available information on TRU's Integrated Strategic Planning webpage did highlight academic excellence as another important focus (TRU Office of the Provost and Vice-President Academic, n.d.-b). Windsor, on the other hand, prioritized fostering the tie between the

university and local communities, showcasing a commitment to collaborative engagement and mutual support among members (Windsor, 2023).

Survey data also showed that admins, staff, and instructors did not see internationalization as the top strategic priority in their universities. For both surveys, there was a question asking participants about the importance of several strategic priorities in their universities. In response, the majority of the participants ranked internationalization as the third or fourth strategic priority in their universities. Specifically, all 38 participants gave answers to top ranked priority, 36 identified a second priority, 34 identified a third priority. For the first priority, 22 out of the 38 participants identified “Student Success”, while 5 identified “Academic Excellence” and 4 identified “EDI.” For the second priority, 9 participants identified “Academic Excellence” while another 9 identified “Equity, Diversity, and Inclusivity.” 6 participants identified “Student Success.” For the third priority, 7 participants identified “Equity, Diversity, and Inclusivity ,” 7 identified “Internationalization”, and 6 identified “Academic Excellence.” A detailed record of the top three priorities identified by participants can be found in Appendix F.

The above data, though limited in sample size, indicate that internationalization is not a top priority across the universities included in this study. However, despite the variety of strategic priorities encompassing academic excellence, EDI values, and community building, admins, staff, and instructors perceive economic rationale, rather than social or academic rationale, as the dominant rationale of internationalization in their institutional context.

Rationales Driving Internationalization

A thematic analysis of the strategic documents revealed several trends in the internationalization strategic planning across the seven universities. An overarching finding is that universities often combine different rationales, with social and academic rationales

frequently appearing together, showcasing the universities’ foci on fostering a better society through education, or a dual focus on educationalism and idealism as stated by Stier (2004). There are both standalone aspirational rationales and more specific actions listed in some cases. While economic rationale made its appearance, it is often embedded within social and/or academic rationales. Table 12 shows the percentage of codes and coded words by rationales.

Table 12

Percentages of Codes and Coded Words

	Code References	Coded Words
Academic & economic	10.9%	10.4%
Academic & Social & Economic	9.1%	11.7%
Academic	24.2%	18.3%
Commitment to Internationalization	4.2%	1.5%
Definition	0.8%	2.6%
Economic	0.4%	0.3%
Social & Academic	37.4%	45.1%
Social & Economic	0.8%	1.8%
Social	12.5%	8.2%

Specifically, universities such as UPEI, Windsor, TRU, UVic, and SFU place a heightened focus on solving global challenges through academic excellence or competent graduates, whereas Brock and VIU focus more on promoting learning in communities within the university or around the globe (Brock, n.d.-h; SFU Faculty of Education, 2024; TRU Office of the Provost and Vice-President Academic, n.d.-b; UPEI, 2018; UVic, n.d.-h; VIU International Education, 2023; Windsor, 2023). For example, SFU Faculty of Education is deeply committed to international education to “contribute to a more equitable and sustainable globalized society” (SFU Faculty of Education, 2024, p. 1). Windsor also put global connection and fostering positive changes in their vision statement: “As a locally engaged, globally connected institution... we will engage in impactful research, relevant teaching, creative endeavors, and

inclusive relationship building to foster positive change” (Windsor, 2023, p. 7). Brock, Windsor, and UVic have a more explicit focus on the economic benefits of internationalization, such as recruitment of international students, enhancing university reputation and ranking, maintaining university financial health, and supporting regional economy (Brock, n.d.-h; UVic, n.d.-h; Windsor, 2023).

While the economic rationale is evident in institutional enrolment and budget documents, it is much less prominent in strategic documents. As summarized in Chapter 4, international students, who made up 12% to 35% of the student population, contributed 37% to 65% of tuition revenue across the case institutions (Balfour, & Milovick, 2023b; Brock, n.d.-g; Brock Institutional Planning, Analysis & Performance, n.d.-c, n.d.-e; Jung, 2023; SFU Finance, n.d.-f; TRU Integrated Planning & Effectiveness, 2024; UPEI, n.d.-g; UVic, n.d.-g; Windsor, n.d.-f; VIU, 2024; VIU Office of University Planning and Analysis, n.d.-e), creating an institutional reality where international enrollment and tuition are given heightened focus. Meanwhile, in all budget documents, “international” is predominately linked to international tuition, fees, and recruitment, showcasing the strong economic rationale in HEI internationalization. Some program documents also highlight how HEIs align their economic rationale with that of students, offering preparation programs for recruitment support and practical courses focused on skill development and career preparation to meet labor market needs. Yet, with the exception of UPEI (2018), who mentioned that global challenges to postsecondary education necessitates the need for “new sources of funding” in its strategic plan (p. 16), the general trend is to embed the economic rationale within a broader academic or social and academic rationale, with very few stand-alone economic rationales. Table 13 presents some sample themes, codes, and quotes involving the economic rationale.

Table 13*Sample Themes, Codes, and Quotes*

Theme	Sample Code	Example Quote
Economic	University finance	“[T]he University will be challenged to identify new sources of funding and keep pace with rapidly changing expectations and highly integrated global trends impacting postsecondary education” (UPEI, 2018, p. 16).
Academic & Economic	Career orientation	“Brock University is rooted in Niagara, Ontario and pursues a global reach through its leadership in experiential education and work-integrated learning” (Brock, n.d.-h, p. 2).
Social & Economic	N/A	“Coordinate with alumni and interest groups in key regions through Alumni Relations in order to build a base of support that provides programming of benefit and interest to alumni, students, friends and donors in these regions” (UVic, n.d.-h, p. 24).
Academic & Social & Economic	N/A	<p>“We will recruit and retain students to create a balanced community of learners and leaders reflective of Canada and the world” (TRU, n.d.-c, para. 15).</p> <p>“To be a destination of choice for undergraduate, graduate and part-time students we must ensure an academic and university experience that positively transforms our students’ abilities, understanding and impact on the world” (Brock, n.d.-h, p. 17).</p> <p>“We continue to build the strong, reciprocal relationships with local and international industry and community partners, alumni, and retirees that support all our efforts to learn, lead, and serve” (Windsor, 2023, p. 23).</p>

In addition, the economic rationale in strategic documents is predominantly framed from an institutional perspective, with limited consideration of individual economic motivations. This disparity becomes particularly evident when individual perspectives from the survey data are considered. Strategic documents primarily present the economic rationale in terms of institutional goals, such as international enrollment, university finances, and contributions to the

regional economy, with few references to career development for. Only UVic briefly mentions immigration support services for international students, appearing twice in its internationalization plan (UVic, n.d.-h). In contrast, survey participants across all three groups expressed concerns regarding the perceived economic benefits of the MEd programs, including financial burden, career prospects, and pathways to immigration, which will be elaborated in sections on research question two and three.

Research Question Two: Admins, Staff, and Instructor Perspectives on Internationalization Rationales

A higher proportion of admins, staff, and instructors (50%) considered economic rationale as the dominant rationale in their own faculty, in comparison to 22% for social rationale and 28% for academic rationale. In addition, admins and staff have higher agreement towards items that measure the economic contribution of the MEd programs than those that measure the academic or social contribution of the MEd programs. The open-ended items provided more contextual information that could be used to understand the perspective of each group.

This research question is answered using both quantitative data and qualitative data. The quantitative data is extracted from the responses from admins, staff, and instructors to Q5 (rank these rationales on the level of importance for your faculty), and responses from admins and staff to Q9A-I, Q10A-I, Q11A-I, which solicited more specific responses regarding the academic, economic, and social contributions of the MEd programs. The qualitative data are from the open-ended items in both surveys. Since the open-ended items do not directly address how participants rationalize internationalization, the analysis focuses more on the emerging themes participants introduced in their responses. The quantitative data includes descriptive statistics only, due to the small sample size and the qualitative data was analyzed thematically.

Descriptive Statistics

Findings reveal that both groups view the economic rationale as the most significant rationale. Specifically, among admins and staff, two participants prioritized the social rationale, three emphasized the economic rationale, and one considered the academic rationale as most important. Among instructors, six participants highlighted the social rationale, 15 on the economic rationale, and nine on the academic rationale. Another finding to note here is the knowledge that admins, staff, and instructors have on English or academic preparation programs and agent collaboration in their own MEd programs, with 66% confirming preparation programs and 49% confirming the use of agents. Preparation programs and agent use in MEd programs are common practices, aligning with previous literature and are discussed in the next chapter.

Admins and staff also showed higher agreement towards items measuring the economic contribution of the MEd programs. The average level of agreement of admins and staff to the 27 items regarding the academic, economic, and social aspects of the MEd program ranges between 4.2 (Q9E international research partnerships) to 5.8 (Q10A diversity of student body on campus). Despite the lack of parametric analysis due to the small sample, the Q10 items have a slightly higher median in comparison to Q9 and Q11 items, potentially indicating higher agreement on the economic contribution of MEd programs than that of academic and social contributions. With 1 being strongly disagree and 6 being strongly agree, a median of 4 indicates slightly agreement from admins and staff regarding the contribution of MEd program towards research partnerships, while a median of 6 indicates much stronger recognition on MEd programs' impact on increasing student diversity. In addition, the interquartile range (IQR) varies from 0.25 (Q10A add campus diversity) to 3 (Q9F RE raise research impact). A summary of the median and IQR of all scale items can be found in Appendix G.

Open-Ended Items

Of the six admins and staff and 34 instructors, over half responded to at least one of the three open-ended questions, generating a total of 79 responses, which were analyzed using thematic analysis (Braun & Clarke, 2006). When analyzing comments from all three groups collectively, certain arguments from admins, staff, and instructors corroborated with student feedback as well. These arguments aligned with three main themes: cohort design and program community, support for international students, and the MEd degree not being a teaching certificate. Admins and staff also criticized the perception of the MEd program as a revenue source and the tendency to view students through a deficit lens, while instructors called attention to the lack of diversity within the MEd programs.

To begin with, both groups mentioned the cohort model and the program community within the MEd programs. Of the admins and staff group, Blake recognized the supportive environment that the cohort model created, while Nova highlighted efforts from the faculty side in providing students with various opportunities to ensure personal development throughout the program. Comments from the instructor group echoed the positive sentiments regarding the program community, but also noted that the cohort model could act as a double-edge sword as it also separated international students from domestic students “which meant less overall integration and richness of diversity” (Addison, instructor). A similar argument was made in a student comment as well, recognizing both the advantages and disadvantages of the cohort, which will be discussed in more detail in the section on Research Question Three.

Another shared recommendation between the two groups is to provide more support for international students. Blake (admins/staff) suggested that institutions should attend to the success of international students, rather than delegating the responsibility to individual

departments. Instructors voiced concerns about limited faculty capacity to support the rapidly growing international student body, with Monroe noting that this expansion has also outpaced community resources like housing, part-time jobs, and academic support. This situation stands in stark contrast to the rationales outlined in institutional strategic documents, which emphasize educational quality and social advancement through internationalization yet give insufficient attention to the support needed for international students.

Both groups noted that the MEd degree does not lead to a teaching certificate, aligning with explicit disclaimers in the program descriptions of all but one MEd program. However, four instructors went further, suggesting that the MEd program functions primarily as an immigration pathway for international students—an economic rationale from the students’ perspective that is rarely acknowledged in institutional strategic documents.

Admins and staff also raised a few points in their negative experiences related to the program. Campbell questioned the meaning of having courses on business leadership in one particular MEd program, a practice that is difficult to pinpoint to any rationale without additional context available on any of the program websites. Nova criticized the multi-layered perspective that some faculty members hold regarding the MEd programs:

Some professors and administrators looked at the program from a deficit perspective.

They saw the program solely as a cash cow opportunity for the university (which they didn’t like) but also didn’t acknowledge the value that the program added to our university. One prof said the international students in her course “ruined it” because they didn’t have the same understanding of the research process or topics as the other Canadian students in her class. Those kinds of comments and attitudes were more prevalent in the faculty than people would admit.

Ironically, despite the institutional emphasis on social rationales, as showcased in the frequently highlighted goals of intercultural awareness (e.g., SFU Faculty of Education, 2024), community development (e.g., Brock, n.d.-h), and global perspectives (e.g., UPEI, 2018), instructors criticized the lack of diversity within the MEd programs. Duncan observed, “Students come from only specific countries, and this negatively impacts the diversity and inclusion part aimed by the University.” Jordan suggested, “[R]ecruitment needs to be more diverse.” Student comments on having only Indian classmates and certain ethnic groups being exclusive also hint on the lack of diversity in certain MEd programs (quotes included in the next section). These concerns align with previous comments on the segregative effects of the MEd cohort model, hinting at structural barriers within the programs that compromise the broader institutional internationalization rationales.

Research Question Three: Instructor and Student Perspectives on Student Growth

Quantitative data highlighted how the MEd programs contributed to the students' academic, social, and economic growth. On a scale of 1 to 6, with 1 being strongly disagree and 6 being strongly agree, both groups show higher agreement towards statements related to academic growth (N=86; M=5; SD=0.6), followed by statements concerning social growth (n=91; M=4.6; SD=0.6). However, statements regarding economic growth received the lowest level of agreement and highest standard deviation (N=89; M=4.3; SD=0.8).

Qualitative data collected from open-ended questions provided valuable individual perspectives on internationalization rationales—a viewpoint that warrants greater consideration in institutional strategic planning. Instructors noted how the program expanded the students' understanding of education, fostering transformative growth, while the diverse perspectives students brought inspired a global outlook among the individuals involved in the programs.

Students acknowledged their development as educators and in specific areas such as English language skills, self-confidence, and networking. At the same time, participants highlighted challenges, including limited immigration prospects, restricted career options, a lack of elective courses, social integration difficulties, and the financial burden of the programs.

Descriptive and inferential statistics are provided to answer this research question. For descriptive statistics, mean and standard deviation were calculated for the scale items. For inferential statistics, Cronbach's alpha was calculated for the three subscales, returning acceptable to good internal consistencies. Factor analysis was performed to identify the underlying structure of the scale items. Due to the sample sizes, separate factor analyses were conducted on items measuring academic, economic, and social growth and confirmed that academic, social, and economic are the three underlying dimensions for the three sub scales.

Descriptive Statistics

Table 14 provides descriptive statistics of the 27 items measuring student growth on academic, economic, and social dimensions from the perspectives of students and instructors. Four items were reversely coded in data analysis stage (Q9B, Q10G, Q11E, Q11G), indicated by RE in item titles. Participants' level of agreement to the 27 items ranges from M=5.3 (Q9I broadened understanding of educational theories) to M=3.7 (RE Q9B did not struggle in comprehending course content, reversely coded from original, struggled in comprehending course content). While the academic and social scale items on average received slightly higher ratings with lower standard deviations from both instructors and students, the economic scale items received lower ratings with higher standard deviations from both groups, indicating disagreements between instructors and students on the statements regarding students' economic growth throughout the MEd programs.

Table 14*Descriptives of Scale Items: Instructor and Student Surveys*

	Item text	N	M	SD
Q9 Regarding the academic aspects of your journey in the M.Ed. program, you...	Q9A learned valuable ideas from course readings.	102	5.2	1.0
	RE Q9B did not struggle in comprehending course content.	102	3.7	1.5
	Q9C demonstrated active participation in class.	103	5.2	0.9
	Q9D practiced effective English communication in class.	98	5.0	1.1
	Q9E learned about English academic conventions.	98	5.0	1.1
	Q9F expanded English vocabulary.	97	5.2	1.1
	Q9G received training on research methodologies.	100	5.2	1.0
	Q9H gained proficiency in scholarly writing.	102	5.2	0.8
	Q9I broadened understanding of educational theories.	102	5.3	0.8
Q10 Regarding the economic aspects of your journey in the M.Ed. program, you...	Q10A improved pedagogical expertise.	102	4.8	1.1
	Q10B gained intercultural communication skills.	102	5.2	0.9
	Q10C developed leadership competence.	102	4.7	1.1
	Q10D acquired field experience.	99	3.9	1.6
	Q10E built career networks.	102	3.8	1.3
	Q10F learned about employment paths.	103	3.9	1.3
	RE Q10G found the M.Ed. degree useful.	97	4.0	1.5
	Q10H gained valuable qualifications.	98	4.3	1.2
	Q10I explored opportunities for professional development.	102	4.2	1.2
Q11 Regarding the social aspects of your journey in the M.Ed. program, you...	Q11A expanded knowledge on international topics.	100	4.9	0.9
	Q11B demonstrated genuine understanding on cultural issues	101	4.9	0.9
	Q11C learned how to balance diverse perspectives.	102	5.0	0.8
	Q11D gained confidence in communicating in English in social settings.	101	5.1	0.8
	RE Q11E did not stay in your own lingual community.	99	3.8	1.5
	Q11F built international friendships using English.	99	4.9	1.0
	RE Q11G changed much regarding adopting Canadian cultural practices.	99	3.8	1.3
	Q11H increased sense of belonging to Canadian society.	100	4.3	1.2
	Q11I learned about Canadian heritage.	101	4.6	1.1

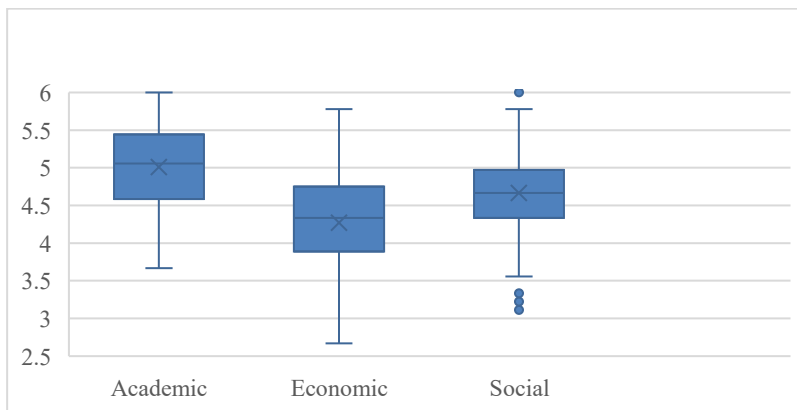
While the items that both instructors and students agree more on are mostly related to academic growth, RE Q9B (comprehended course content) did solicit some disagreements among the two groups, with instructors approaching slightly disagree (M=2.9) which shows their concerns over the students' capabilities in comprehending the MEd courses, while students just

over slightly agree (M=4.0) demonstrating confidence in understanding the course content. Similarly, RE Q11G (adopted Canadian culture) received different ratings from instructors (M=4.4) and students (M=3.6). Instructors were more optimistic regarding students' cultural adaptation in the Canadian environment. Interestingly, instructors showed lower agreement (M=3.3) towards RE Q11E (did not stay in lingual community), in comparison with students' rating (M=3.9). Appendix H includes the different ratings from instructors and students.

Three new variables were computed by averaging all items within the group based on the original conceptualization of the academic (Q9 items), economic (Q10 items) and social (Q11 items) rationales. The average academic score (N = 86) had a mean of 5.0 (SD = 0.6), the average economic score (N = 89) had a mean of 4.3 (SD = 0.8), and the average social score (N = 91) had a mean of 4.6 (SD = 0.6). Figure 18 shows the box plots for the three new variables.

Figure 18

Box Plots for Three New Variables



Inferential Statistics

The dimensionality of the 27 items was analyzed using principal axis factor analysis. Three criteria were used to determine the number of factors to extract: the conceptual framework

consisting of three factors (social, academic, and economic), the scree test, and the interpretability of the factor solution. Cronbach's Alpha was calculated for Q9A-I, Q10A-I, and Q11A-I that measure perceived program outcome on academic, economic, and social dimensions. The academic subscale consisted of 9 items ($\alpha=.73$), the economic subscale consisted of 9 items ($\alpha=.83$), and the social subscale consisted of 9 items ($\alpha=.74$). The economic subscale is considered to have good internal consistency while the other two scales have acceptable internal consistency (George & Mallery, 2003). This means that the items measuring economic factors are more closely related to each other, while the academic and social items are still reliably connected, though slightly less so.

Principal axis factor analyses with Varimax rotations were conducted on the three 9-item subscales completed by 80 students and 29 instructors. The Kaiser-Meyer-Olkin measure of sampling adequacy was .65 (academic subscale), .86 (economic subscale), and .84 (social subscale), indicating the appropriateness of the factor analysis. The KMO values show that the sample size was adequate for factor analysis, especially for the economic and social subscales, which had high values (.86 and .84). The lower KMO value for the academic subscale (.65) suggests a weaker, though still acceptable, level of factorability. Bartlett's test of sphericity was also significant, $\chi^2(36) = 180.24, p < .001$ (academic subscale), $\chi^2(28) = 343.42, p < .001$ (economic subscale), and $\chi^2(21) = 206.50, p < .001$ (social subscale). Bartlett's test being significant for all subscales confirms that the correlation matrices were not random, meaning the items within each subscale were sufficiently correlated for factor analysis.

Q10G (MEd is useful), Q11E (Ventured out of my own lingual community), and Q11G (Adopted Canadian cultural practices) were taken out of the analysis as they had no loadings on the factors. The three factors retained for the academic, economic, and social subscales have

eigenvalues of 3.01, 4.32, and 3.44, respectively, and explain 33.46%, 54%, and 38.18% of the variance in the three subscales. The results suggest that the economic subscale was the most cohesive and explained the largest proportion of variance, while the academic and social subscales were more complex and varied in how participants responded. Detailed loadings of each item can be found in Table 15.

Table 15

Factor Loadings for Subscale Items

	Subscale Items	Academic
Q9 Regarding the academic aspects of your journey in the M.Ed. program, you...	Q9A learned valuable ideas from course readings.	0.45
	RE Q9B did not struggle in comprehending course content.	0.34
	Q9C demonstrated active participation in class.	0.47
	Q9D practiced effective English communication in class.	0.52
	Q9E learned about English academic conventions.	0.53
	Q9F expanded English vocabulary.	0.59
	Q9G received training on research methodologies.	0.49
	Q9H gained proficiency in scholarly writing.	0.63
	Q9I broadened understanding of educational theories.	0.47
		Economic
Q10 Regarding the economic aspects of your journey in the M.Ed. program, you...	Q10A improved pedagogical expertise.	0.54
	Q10B gained intercultural communication skills.	0.67
	Q10C developed leadership competence.	0.69
	Q10D acquired field experience.	0.65
	Q10E built career networks.	0.77
	Q10F learned about employment paths.	0.77
	Q10H gained valuable qualifications.	0.71
	Q10I explored opportunities for professional development.	0.70
Q11 Regarding the social aspects of your journey in the M.Ed. program, you...	Q11A expanded knowledge on international topics.	0.70
	Q11B demonstrated genuine understanding on cultural issues	0.82
	Q11C learned how to balance diverse perspectives.	0.70
	Q11D gained confidence in communicating in English in social settings.	0.72
	Q11F built international friendships using English.	0.46
	Q11H increased sense of belonging to Canadian society.	0.45
	Q11I learned about Canadian heritage.	0.50

Open-Ended Items

Student responses to the three open-ended items were also analyzed using thematic analysis (Braun & Clarke, 2006). Of the 80 students who answered the survey, 60 provided feedback on one or more open-ended items, totaling 161 entries. Instructor responses to the open-ended items provide additional evidence supporting student growth throughout the program, hence are included here as well.

Positive comments highlight the students' academic growth in the MEd programs, the supportiveness of professors, and the knowledge gained in specific areas such as research theory, Indigenous topics, and language skills. Negative comments, on the other hand, focus on the students' unpreparedness, the cohort structure of the program, lack of elective courses, and limited career options given that the MEd degree does not lead to teaching qualifications. In the "Other comments" section, students provided recommendations to make the courses more practical and to connect the curriculum with the global context. Feedback on career prospects, teaching qualifications, and incorporating practical components into the program reflect a strong economic concern from the students' perspective.

Student responses in survey and open-ended items are consistent in that they recognize how the program helped them grow on different dimensions. The academic and social dimensions, again, are often entangled together. For example, Leslie stated that:

My class happened to be a good mix of international students that helped in exploring different perspective. I got a chance to understand and converse on various topic in the journey of the program as we worked on group presentations or discussions or merely participating in class discussions.

Robin noted, “[The] program helped me gain skills in effective communication and listening to diverse views and ideas globally.” Brooklyn testified, “I learned academic English and networking skills to stay in Canada. My classmates and professors are kind and supportive. UPEI provided lots of help for international students to stay in Canada, like writing center and visa renewed support.” Such growth was recognized in the instructors’ feedback, as multiple instructors highlighted student growth both academically and socially:

We build strong sense of community. Students feel empowered to make changes in their contexts. They feel cared about. Many apply their research in their context. Many report transformation of their worldview. Many report deeper understanding of Indigenous issues. We strive to keep our curriculum culturally relevant. Diversifying how students express or share learning gives voice to students and provides opportunities to be innovative. (Kirby, instructor)

Additionally, admins and staff also noted the high research quality in their MEd program and praised that “the growth over the program is amazing” (Blake, admin/staff).

Both students and instructors also highlighted that students sometimes struggle with academic work and the English language. Students admitted that they lacked confidence to speak English in public (Taylor) and that the different English accents in class has caused problems in understanding (Darcy & Shelby). However, they also recognized their growth throughout the program in comments like “I learned academic English and networking skills to stay in Canada” (Brooklyn), and “I have developed my English speaking skills and academic writing skills” (Rain).

Instructors expressed concerns about student preparedness as well, with some noting that “some students are not well prepared” (Jordan) and “many students seem not prepared” (Grey).

Specific issues were raised, such as students needing “extensive training in Western academic norms” (Terry) and the admission of students with “limited English language oral and written skills” (Lee). Brett criticized one program, stating “[M]ost students are not capable of master's level work this is particularly the case in the global perspectives group.” These observations raised significant questions about the admission standards for such programs.

Instructors also contributed rich feedback specific to student situations and needs. In addition to shared themes with the admins and staff group, instructors focused more on student growth both academically and socially. They commented on the diverse perspectives students bring to the classroom and how the learning process benefits both students and instructors, particularly when instructors themselves lack international experience.

The negative comments largely concentrate on the unfulfilled economic rationale from the students’ perspective, specifically the financial burden of the program, and the lack of career options after finishing the program. These points to students’ additional comments on how to make the program more practical by changing courses, for example. Students’ frustration with the financial challenges and high tuition was echoed in Jamie’s (instructor) comment that pointed out the conflicting priorities that financial challenges created, “The dilemma between economic needs and course work. Students often need to work to be able to survive financially.” Despite a couple students mentioning that they had part-time jobs within the faculty, the majority of student comments related to finding jobs are upsetting, revealing issues in getting to work in educational system (Brooklyn), that the program itself is not very useful in job market (Wynn & Billie), and that “there is no information on future job prospects” (Peyton). Willow commented:

I don't really know if this program will help me find a job. Many are working in a day care but we need to take ECE courses at Holland college. Isn't [it] redundant? Then in the

end will get level 1 certification. I like my experience at the classroom but practically I feel that it does not give me pathways to employment.

Willow described a detour — taking ECE (early childhood education) courses at another institution — to gain some professional certificate or leverage for them to enter the job market, which coincides with what Mackenzie (admin/staff) mentioned:

Our program does not do enough to inform students' that the MEd degree is not a teaching degree. Students are getting better and sorting out how to get a certified or non-certified teaching license so they can substitute teach in the province.

This frustration with the bleak career outlook is shared across student, admins and staff, and instructor groups, with Marley (instructor) making a direct connection of the MEd program with immigration pathway: “The Master of Ed. is an immigration pathway and doesn't help them teach in their fields in Canada. Many work in daycares or work in care homes for the elderly or in Walmart,” while criticizing the community being less than welcoming, “[students] are not integrating into the community because the community is racist, and the university doesn't take steps to bridge these gaps.” Instructors also noted the conflict between the students' economic rationale and academic rationale, as working part-time directs attention away from coursework (Jamie), and that when IRCC lifted the 20-hour cap (work off-campus) for international students, their academic performance “suffered significantly” (Kirby).

Students expressed the dissatisfaction towards the career outlook in different ways in both the “Negative comments” and “Other comments” section. For example, they criticized the lack of practical courses and career opportunities after graduation, stating that the MEd is not a teaching degree. They suggested that practical courses should be added into the program curriculum, which was under criticism not only for lacking practical courses, but also for lack

flexibility, and false advertising. Students expressed frustration when they “didn’t get to do courses advertised online that attracted me” (Skyler), and that “even though the university website shows many mandatory and elective courses there is no room for us to select courses based on our interest we need to stick on to the courses offered by the university” (Arlie). Toby felt like “courses we did not choose being shoved at us.” However, despite realizing the discrepancy between their learning goals and the course set up, one student explained “[I] do not feel that I have a right to suggest any changes” (Rory).

Last but not least, students’ criticism on the cohort model and the segregation effect it had on them resonate with the comments made by admins, staff, and instructors, calling out the lack of social integration and diversity within the MEd programs. The cohort model made it challenging for international students to build connections or step outside their comfort zones, particularly when a significant percentage of the cohort came from the same country. This concern was shared by several students. For example, Jude felt "excluded from the other postgraduate students since we don't have classmates from the local community or on-campus accommodation." Similarly, Charlie noted, "Though I have come to a Canadian university, I hardly have a Canadian classmate, and the majority of the class representation is from the Indian community." Leslie further highlighted this disconnect, stating “The class just missed the Canadian culture as there were no local students.” Additionally, on a more poignant note, Bailey pointed out potential conflicts within international student groups, noting that “some ethnic groups tend to stay in their own communities and [do not show] much of their respect and inclusion.” This observation raises questions about how effectively international students, as minorities in Canada, can address such tensions independently and how well-prepared

instructors, admins, and staff—serving as "authorities" yet remaining cultural outsiders—are to navigate these subtle cultural conflicts.

Overarching Research Question: Articulation and Implementation of Internationalization

While the seven universities articulate their internationalization efforts primarily through social and academic rationales in strategic plans, their economic rationale permeates in budget and enrollment reports, with limited focus on supporting international student unique needs. Individual perspectives from admins and staff, instructors, and students confirm this unbalance, highlighting issues in the implementation of internationalization within the MEd programs.

Document analysis revealed that the seven universities are likely to draw on social and academic rationales when describing their internationalization ambitions and actions in strategic documents. Their economic rationale is predominantly linked to the direct economic benefits of recruiting international students, as gleaned through the focus of budget documents and enrolment reports. Despite a resolution to solve global challenges and improve the lives of community members, the universities showed limited effort in incorporating international students' perspectives. This limited effort is reflected in the lack of discussion across institutional documents on supporting international students and the absence of acknowledgment of their unique needs, such as immigration and career aspirations. Ironically, this oversight generated controversy among admins, staff, instructors, and students, as indicated in their survey responses.

In contrast to the focus of institutional strategic documents, which is on social and academic rationales, admins, staff, and instructors recognized economic rationale as the dominant rationale in their institution. Admins and staff also showed higher agreement towards survey questions that measure the economic contribution of the MEd programs (e.g., boost economy, attract immigrants, and generate revenue) than those measuring the academic (e.g.,

raise research impact and advance curriculum standards) or social contribution (e.g., promote Canadian culture and foster international understanding) of the MEd programs to the hosting HEIs. Admins and staff questioned the inclusion of irrelevant courses in the curriculum and the prevalence of a deficiency lens in viewing international students. Instructors share the concerns of admins and staff regarding the expanding international recruitment driven by economic rationale, which exceeds faculty capacity to support these diverse students.

Students are very vocal about their perceived benefits of attending the MEd program, which can be mapped against the social, academic, and economic rationales proposed by Knight (2021). Students confirmed their growth on social and academic dimensions, which was backed up by comments from admins, staff, and instructors, as well. However, they felt like the program could have done more in preparing them for teaching in Canada through adding practical courses to the program and provide more selective courses that match their interests, which align more with their economic rationale, but was rarely addressed in institutional documents or program documents. Several admins, staff, and instructors acknowledged the program as a pathway to immigration for international students, partially addressing the “washback” effect of admitting students who wish to immigrate to Canada. However, whether — or to what extent — the faculty or the institution is responsible for facilitating this transition of a master’s program to an immigration pathway remains to be discovered.

Chapter Summary

The cross-case analysis provided answers to each research question, as well as substantiated document analysis themes with survey findings. Knight’s (2021) rationales driving internationalization were proven applicable in analyzing internationalization policies, but not without caveats. Individual perspectives on the rationales driving internationalization from both

policy level and program operation level added valuable insights into the strategic planning of internationalization for Canadian HEIs. The next chapter will discuss these findings in more detail and suggest directions for future efforts in research and practice.

Chapter 6 Discussion, Recommendations, and Conclusion

This study contributes to internationalization of higher education by exploring the applicability of Knight's (2021) rationales driving internationalization through reviewing eight MEd programs that had a large international student body. Knight (2021) argued that rationales driving internationalization could be categorized into social, academic, economic, and political categories at individual, institutional, regional, and national levels. Comprehensive as Knight's rationales are, this research adopted social, academic, and economic rationales on institutional and individual levels to achieve a more in-depth interpretation of the articulation and implementation of internationalization within the MEd programs at host universities.

Using Stake's (2006) multiple case study design, this research draws on documents and web-based surveys to examine the articulated perspectives of internationalization, as well as the actual practices of internationalization in the eight MEd programs. Guided by one overarching research question (i.e., how is internationalization articulated and implemented in the MEd programs), data on intuitional rationalization of internationalization, admins' and staff's perspectives on the rationales driving internationalization within their faculty, and perceived individual growth by instructors and students themselves were analyzed and integrated. Both data sources confirm the relevance of a narrowed academic, economic, and social focus at individual and institutional levels. Additionally, the survey developed for this study has proven to be a useful tool for examining the underlying rationales and holds potential for future research on similar topics.

This chapter concludes the dissertation with discussions on the study's findings and future research directions. The findings suggest two major discussion points. The first point is that Knight's rationales were proven to be useful in analyzing local stakeholders' sense-making

process in HEI internationalization plans but also surfaced limitations that should be addressed. Social and academic rationales often overlap. Economic motives were less frequently highlighted but still significant, especially in budget documents. Meanwhile, economic rationale should be handled with care to guide strategic planning and resource allocation. The second major discussion point focuses on the unique program features of the MEd programs, including the course-based structure, lack of changes, and the innovative marketing efforts. They serve a specialized demographic of international student population, despite its relatively small scale. Each of these points is elaborated in the subsequent sections.

Using Knight's Rationales Driving Internationalization

Knights' rationales for internationalization are widely acknowledged in various studies (Childress, 2009; Guo & Guo, 2017; Kapfudzaruwa, 2024; Seeber et al., 2016; Taskoh, 2020; Trilokekar & Masri, 2016). However, to my knowledge, this study is one of the early efforts to use Knight's framework as a conceptual organizer for what HEIs outline in their internationalization strategic documents. The findings suggest that Knight's rationales should be flexibly adapted to specific contexts, as higher education policymakers prioritize certain strategic objectives rather than attempting to encompass all rationales simultaneously. Institutions can make better use of Knight's rationales. Additionally, attention should be directed to the dynamic relationships among rationales, as they may not always align with one another.

Flexible Adaptation

Knights (2021) made it explicit that analysis on internationalization should be situated within the unique local contexts, which affords researchers and practitioners flexibility in adapting the different components in the current framework. This study focused on social, academic, and economic rationales at both individual and institutional levels, given its emphasis

on local stakeholders and contexts. Data from documents and surveys confirmed the effectiveness of such focus, as the HEIs and participants included in this multiple case study aligned most of their internationalization aspirations with the selected rationales, rather than addressing political rationale or national/regional priorities. However, analyzing other HEIs and people involved in those institutions might yield different findings, as the institutions included in this research are small to medium-sized, teaching-intensive universities, and none are listed among the Canada's leading research universities U15 (U15 Canada, n.d.).

The survey tools developed in this study offer useful instruments with a localized focus for exploring specific rationales driving internationalization. The admins and staff survey solicits feedback on the contribution of the MEd programs to the hosting universities along academic, economic, and social dimensions, while the instructor survey and student survey are geared towards meaning student growth academically, economically, and socially throughout their MEd program journey. The surveys serve as practical resource for future research, providing a consistent way to examine the motivations behind internationalization in higher education settings.

Findings also suggest that, like the definition of internationalization, conceptualized rationales should avoid imposing restrictive guidance across contexts, allowing researchers and practitioners to contextualize or adapt them based on the relevant priorities in their local contexts. In Knight's (2021) framework, specific actions under each rationale do not always align neatly, and restrictive interpretations may hinder rather than help. For example, in the framework, "profile and status" is attached to the academic rationale, despite Knight's (2013, 2017) own recognition of the intensified pursuit of profile and status as promotion and branding exercises among HEIs. While some HEIs always hinge their status on academic excellence,

others may also pay attention to international connections or league table rankings (e.g., Brock, n.d.-h; UVic, n.d.-h), which have a strong instrumental purpose as “they are all universities now have to advertise their worth, reputation, and quality” (Weingarten, 2021, p. 154). Therefore, despite the value in Knight’s comprehensive framework, it is essential to allow flexibility for researchers and practitioners to adapt these rationales according to local priorities and specific contextual needs.

Nuanced Understanding

The tension and sometimes conflicts among the different categories and levels of rationales call for more nuanced understanding of the rationales. While Knight’s four categories and four levels of rationales are conceptually intuitive, it was revealed in this study that the boundaries between the rationales are blurred, the relationships are dynamic, and the trajectories may align or contradict each other in practice. For example, with HEIs having differentiated international tuition fees, driven by an economic rationale, international students struggle to make ends meet, at the cost of their academic performance and aspirations. This was captured in findings on HEIs’ heavy reliance on international tuition fees and the students’ low agreement towards items measuring their own economic gain from attending the MEd programs, as well as comments in the open-ended questions. Failure to recognize these competing rationales within institutional contexts has led to criticism from admins, staff, and instructors, many of whom believe that economic rationale dominates other rationales in their HEIs. They argued that HEIs were not doing enough to support international students in achieving their social or economic goals, which was echoed by the MEd students, who expressed dissatisfaction with the lack of suitable courses and their struggles to find employment in the education field after earning the

MEd degree. To improve the applicability of the rationales driving internationalization in practice, the dynamics between different rationales should be addressed in the conceptualization.

In addition, the current version of Knight's rationales driving internationalization employs predominantly an institutional perspective, with the majority of the specific examples (particularly under academic and economic rationales) applying to what HEI policymakers would consider in strategic planning. In comparison, many examples from individual perspectives could be included to better illustrate their specific rationales. The survey findings in this study highlight several such examples, including the students' social integration into Canadian society, English competency, and immigration status. Understandably, neither social integration nor English language competence of international students is a top priority for Canadian HEIs, as their role is largely limited to providing the academic training students pay for (except for some additional language support with English for Academic Purpose courses). Similarly, immigration and career development are not institutional priorities, as reflected in the minimal mention of immigration support in document analysis. However, these factors are central to the study-stay agenda of many international students. Framing internationalization rationales around individual contexts can help address the interconnected challenges and opportunities students face more effectively. Future research adopting a survey instrument based on Knight's (2021) framework should consider addressing individual rationales and probing into context-specific topics such as immigration—a limitation of the current survey instrument. This addition could enhance the tool's ability to capture a more nuanced understanding of the motivations behind internationalization in various settings.

In summary, Knight's (2021) framework establishes a solid foundation and offers flexibility for researchers and practitioners to apply rationales relevant to their unique

internationalization processes. The findings of this research also indicate a need for a more nuanced understanding of the dynamic relationships among various rationales. The current model's emphasis on institutional level over individual level rationales creates an unbalanced perspective, which coincides with the policy and practice of internationalization observed across the seven Canadian HEIs examined in this study. Feedback from admins and staff, instructors, and students reveals inherent conflicts between rationales at the individual and institutional levels. These underlying conflicts manifest in the operations of these programs, underscoring their significance. The following sections, derived from an integrated analysis, provide a more in-depth discussion of some of the conflicts.

Social and Academic Rationales

Shifting attention to how the rationales were articulated in strategic plans, a distinct theme revealed in the document analysis is that social and academic rationales are dominant and often appear interconnected, sometimes alongside economic rationales as well. This finding confirms previous research suggesting that HEIs often combine different rationales and motivations, partly because achieving these goals tends to complement one another, and partly because they aim to secure support from a broad range of stakeholders (Buckner et al., 2020; Willis & Taylor, 2014). Particularly for public HEIs who are often tasked with balancing a wide range of societal obligations alongside their academic missions, they are tied to government policies, public funding, and the broader community's expectations (Stier, 2004). Considering the increasingly complex environment where HEIs operate, facing external factors such as political disputes, global pandemic, and immigration policy changes, it makes sense to take a pragmatic approach to fulfilling their missions by employing multiple rationales in internationalization strategic plans.

The heightened emphasis on social and academic rationales also raises the question of whether this focus is genuinely substantive or merely rhetorical. The strategic plan analysis in Chapter 4 highlighted claims to positively impact individuals, communities, and the world, as commonly found in strategic documents of the case universities (e.g., Brock, n.d.-h, TRU, n.d.-c, Windsor, 2023). However, these statements would be more convincing if accompanied by specific, actionable plans. Detailed descriptions of how these objectives will be met, including timelines, resource allocation, and measurable outcomes, would lend credibility to the claims. Or, as argued by some researchers, HEIs could provide “more qualitative consideration of the ethical and political possibilities” enabled by their internationalization activities (Buckner & Stein, 2020, p. 164). This limited elaboration on social and academic rationales is in contrast with action points relevant to economic rationale, where HEIs list specific enrolment targets from different regions and countries or set tuition goals based on international enrolment. Further research is needed to critically assess the practical implementation and effectiveness of these stated goals in comparison to more concrete economic objectives.

Economic Rationale

The integrated analysis reveals an understatement of the economic rationale in HEIs' strategic documents, despite its prominent role evident in budgets, enrollment reports, survey data, and the broader literature. Document analysis findings indicate that while the seven universities talk extensively about their aspirations to address global challenges and nurture Equity, Diversity, and Inclusion (occupying over 70% of codes and coded words) in strategic plans, their budget status and enrollment reports reveal a heavy reliance on international students and their tuition fees, with roughly 12% to 35% of international students contributing to 37% to 66% of tuition revenue (Balfour, & Milovick, 2023b; Brock, n.d.-g; Brock Institutional Planning,

Analysis & Performance, n.d.-c, n.d.-e; Jung, 2023; SFU Finance, n.d.-f; TRU Integrated Planning & Effectiveness, 2024; UPEI, n.d.-g; UVic, n.d.-g; Windsor, n.d.-f; VIU, 2024; VIU Office of University Planning and Analysis, n.d.-e).

Survey findings further corroborate the emphasis on economic rationale, with half of the admins, staff, and instructors selected economic rationale as the dominant rationale in their institutional internationalization process. Items measuring the economic aspects of the MEd programs have a higher median than those of academic and social aspects, indicating admins' and staff's agreement towards the economic contribution of the MEd programs. Whereas in the instructor survey, items measuring students' growth on the economic dimension received relatively lower agreements than that of academic or social dimensions. The open-ended questions provided some additional qualitative comments, with Nova criticizing how some stakeholders perceive the MEd program as money grabbing and see the students through a deficiency lens. Similarly, instructors criticized the economic rationale by pointing to issues such as unsustainable recruitment rates, the program's use as an immigration route, the heavy financial burden on international students, and the university's lack of initiative in helping students integrate into the community.

The evident neglect of the economic rationale in some universities' strategic plans, alongside negative sentiments expressed by administrators, staff, and instructors, aligns with findings in previous literature. Buckner et al. (2020, p. 30) suggested that the abstract framing of economic motivation — in contrast to the more commonly emphasized symbolic justifications (e.g., diversity, intercultural awareness) — reflects the 'complexity of demands facing higher education institutions.' Qiu (2020) speculated that self-esteem concerns or the perception that revenue generation might seem too ignoble could contribute to the reluctance to candidly

acknowledge economic rationales in institutional strategies. Similarly, Taskoh (2020) proposed that economic motives might be embedded within internationalization policies rather than explicitly addressed, based on inconsistencies in administrators' rhetoric. The literature also notes that university members frequently call out the economic rationale behind international recruitment, highlighting that institutions prioritize revenue streams and global presence over local community engagement and long-term relationships (Friesen, 2012; Guo & Guo, 2017; Willis & Taylor, 2014; Taskoh, 2020).

The gap between strategic rhetoric and operational realities suggests a hesitation among publicly funded HEIs to openly address the financial motivations behind internationalization efforts, likely due to concerns about stakeholder perceptions. This reluctance may stem from the civic purpose of public higher education (Duderstadt, 2000; Gould, 2003) or residual ties to previous internationalization policies emphasizing education for aid to assist the development of Global South countries (Trilokekar & Kizilbash, 2013). Complicating this dynamic are new IRCC policies (Government of Canada, 2024a, 2024b, 2024c) on study permit allocation, which may discourage overtly economic rationales. HEIs likely feel pressure to balance these strategies, avoiding perceptions of aggressive recruitment. These new developments could lead to subtler integration of economic rationales in their internationalization efforts.

Institutional Perspective. From an institutional perspective, the role of economic rationale in shaping decision-making requires careful consideration. On one hand, legitimizing the economic rationale and aligning it with resource allocation can support more informed institutional decision-making (James & Derrick, 2019; Jogunola & Varis, 2018). On the other hand, an overemphasis on economic considerations risks fostering academic capitalism, potentially undermining the core mission of universities as public service institutions (Croucher

& Lacy, 2022; Guo & Guo, 2017; Metcalfe, 2010; Slaughter & Cantwell, 2012). This tension is evident in practices such as the reliance on pathway colleges, which, while generating revenue and facilitating enrollment, may also lead to precarious academic labor and divert public education responsibilities (McCartney & Metcalfe, 2018; Tamtik, 2022).

However, the economic dimension of internationalization is crucial for sustaining the financial health of HEIs and supporting a wide range of academic and extracurricular programs (Anderson, 2015; Buckner, 2019; Friesen, 2012; Gao, 2014; Taskoh, 2020). The reluctance to explicitly acknowledge economic drivers may hinder the effective implementation of internationalization strategies, making it difficult to set clear priorities and direction. This challenge was evident in Finnish universities, which were criticized for having unfocused and inefficient internationalization strategies (Jogunola & Varis, 2018). In contrast, strategic plans that adapt to market conditions enhance HEIs' internationalization efforts by setting appropriate targets, coordinating stakeholder involvement, and allocating resources (James & Derrick, 2019).

To bridge this gap, HEIs might consider adopting a more balanced narrative that acknowledges the economic aspects of internationalization alongside its contributions to academic excellence, global citizenship, and intercultural understanding, thereby ensuring that these efforts are validated and aligned with the institution's broader mission. Against the knowledge economic background, universities require substantial financial resources to grow in size and enhance their intellectual environments for research and learning, which underscores the economic motivation for internationalization as a critical revenue stream to address structural challenges and maintain competitiveness in the international education market (Willis & Taylor, 2014). This perspective highlights the need for a more explicit economic rationale in strategic planning, as advocated by Jogunola and Varis (2018), who fully supported Finnish universities in

adopting such an approach. By aligning strategic planning with explicit and institution-specific economic objectives, universities can achieve a "win-win-win" scenario: securing revenue, improving rankings, and enhancing capacity for the institutions; offering students suitable programs and better career prospects; and providing the community with valuable labor resources and fostering better collaboration among universities, industry, and government. Adopting a comprehensive approach could help ensure that economic imperatives are met while also addressing the needs of students and the broader community, ultimately sustaining the competitiveness and impact of HEIs in a challenging global environment.

Conversely, the economic rationale should be given appropriate attention based on local contexts to avoid leading HEIs toward academic capitalism (Kauppinen et al., 2014; Slaughter & Cantwell, 2012). An overly dominant economic rationale could reduce internationalization to merely serving the HEIs' own interests, such as being an external funding source. In the case of VIU, the majority of the action points under the claim of increasing campus diversity focus on international recruitment, which undoubtedly enhances tuition revenue, enriches the academic environment, and boosts campus diversity, aligning with economic, academic, and social rationales respectively. However, institutions should be cautious against the potential commercialization embedded within the discourse and strategies of enrollment, ensuring that such efforts do not overlook the objective of fostering a diverse educational environment. For example, in addition to international students, it also takes initiatives such as curriculum reform, faculty involvement, student engagement, and community outreach to cultivate a truly diverse campus that promotes intercultural learning (Brewer & Leask, 2012; Glass et al., 2015; Tavares, 2024). An excessive focus on the recruitment of international students might prioritize economic rationale at the expense of social and academic rationales.

Strategic planning requires significant stakeholder involvement and input, meaning that integrating the economic rationale into internationalization plans would need scrutiny to ensure it is done appropriately. Of the current strategic plans, only VIU used terms like “customer service” when describing its dedication to serving the international students (VIU International Education, 2023, p.10). This choice of language may raise concerns, as the corporate connotations of "customer service" could conflict with the core principles and aims of higher education, which traditionally emphasize academic integrity, educational quality, and the holistic development of students (Calma & Dickson-Deane, 2020). Although not a common practice, the use of such terminology might suggest a shift towards a more market-driven approach, potentially prioritizing the financial aspects of internationalization over the educational and social responsibilities of universities. Using such terminologies in university strategic plans could lead to a perception that students are seen more as consumers rather than as integral members of the academic community. To avoid such implications, it is essential for institutions to carefully consider the language and frameworks they employ in their strategic plans, ensuring that they reflect a balanced approach that upholds the educational mission while addressing economic realities.

Student Perspective. It is essential to acknowledge that many international students come to Canada with the intent of permanent residency, blending both academic and economic rationales in their decision to pursue education overseas. For these students, securing employment is a serious economic consideration, which should be at least acknowledged in institutional policies and planning. It is unrealistic to assume that all international students come to Canada, pay tuition, and pursue academic studies, only to return to their home countries after graduation. Many invest their life savings in Canadian education as the first step in a long-term

immigration journey, seeking to build a future in Canada (Baksh et al., 2022). Particularly for the MEd students who took part in this study, 89% of the Chinese were doing academically and financially okay or well in the program. For Indian students, all of them were doing academically okay or well, but over a third struggled financially. Thus, universities should play an active role in addressing potential issues by aligning their programs and services with the academic and economic goals of their international student population.

In the context of MEd programs, the misalignment between labor market demands and the academic focus of these programs is particularly concerning. This disconnect may leave international students underprepared for the Canadian job market, especially if they intend to stay in the country. The standard use of prescribed courses with limited elective options, though it may be seen as a convenient approach to managing faculty and student needs in a way similar to the cohort model, was criticized heavily in students' survey feedback. It may be an innocent mismatch between the way Canadian HEIs offer electives—based on instructor availability or other factors—and the needs of international students, but such a curriculum fails to guide students toward areas of academic or professional interest, ultimately limiting the fulfillment of their academic and career aspirations. Greater clarity in course structure could help students make more informed decisions regarding their study abroad experience, career prospects, and immigration pathways. For Canadian HEIs, particularly the programs that have been admitting international students for years, it is long overdue to acknowledge students' economic rationale by reshaping programs to better align with their needs.

Lastly, current IRCC policies that allocate study permits to international students attending graduate programs in Canada, along with guaranteed three-year Post-Graduate Work Permits (PGWP) and spousal permits, may steer more international students toward graduate

programs misaligned with their long-term goals (Government of Canada, 2024a). The research-intensive nature of these programs contrasts with the more practical orientation of college programs, which often include professional credentials recognized by regulated Canadian industries, potentially placing international students at a disadvantage in the labor market. While the full impact of these policies remains uncertain, it is clear that IRCC and HEIs must work collaboratively to balance multiple, sometimes conflicting, rationales in shaping the internationalization of Canadian higher education, with international student welfare as a central consideration.

Program Features

The eight programs share many common features, allowing for a thorough examination of the context where the MEd programs operate as well as insights derived from cross-case comparisons (Stake, 2006). Regarding the operating environment of the MEd programs, the HEIs in this study tend to be less research-intensive, lower ranked, with a student population ranging between around 6,000 to over 30,000 and international student percentage between 12% to 35%. All the institutions rely heavily on international tuition and fees, with international students contributing an average of 48% of tuition and fee revenue. The eight programs share common features in terms of course-based focus, program length, cohort design, preparation courses, and recruitment methods. Other similarities pertain to its non-certification track (does not lead to teaching qualification) and course set-up.

Such binding not only validates the selection of these cases but also enhances the study's ability to draw meaningful conclusions about the broader trends and patterns in the field (Stake, 2006). Moreover, the shared contextual elements across these programs provide a strong

foundation for identifying best practices and areas for improvement, offering valuable insights for both academic institutions and policymakers.

Course-Based Master's Program

Course-based master's programs for international students could substantially contribute to HEIs' financial status, as illustrated in the case of Windsor, whose operating budgets testified a long-term focus on course-based cost recovery master's program. Pioneering programs include Master of Engineering and Master of Management programs, whose success contributed to the growth in number of international students in Windsor since 2006 (Windsor, n.d.-g). The 2012-13 budget mentioned that similar cost-recovery graduate programs aiming for international students were under development, including the Master of Education program (Windsor, n.d.-h). As of the 2023/24 academic year, international graduate students, who made up 25% of the student population, contribute 50% of the university's tuition revenue, highlighting the financial benefits of this approach.

While the literature on internationalization in cost-recovery degree programs within Faculties of Education is limited (Johnson et al., 2018), course-based MEd programs appear well-suited to the fast-changing internationalization marketplace. Unlike undergraduate programs constrained by complex accreditation and regulatory requirements (Campbell, 2023; Glegg, 2012; Young & Grimmett, 2015) or doctoral programs requiring intensive faculty supervision, course-based MEd programs are known for offering time-efficient, practical options for working professionals (e.g., Professional MEd program at Queen's University; Master of Professional Education program at Western University). The extremely low proportion of international students in undergraduate education programs at several case universities in this study (e.g., Windsor, Brock, SFU), despite a much higher institutional average proportion of

international students, indicates the domestic dominance of undergraduate education programs, while the pre-set curricula and cohort-based delivery of MEd programs simplify adaptation for international cohorts. For example, Ontario Tech University just started an international in-person cohort of its existing MEd online program in Fall 2024 (Ontario Tech University, n.d.). Within Faculties of Education, therefore, MEd programs emerge as a viable option for innovative internationalization efforts aimed at cost recovery or revenue generation. With IRCC favoring graduate-level programs, it is expected that similar innovative internationalization efforts might be implemented in other faculties, which warrant future research.

Lack of Changes

With the exception of the two discontinued programs, the remaining six continue to operate in a model largely unchanged from what was described in previous studies (e.g., Beck et al., 2007; Beres & Woloshyn, 2017; Li & Tierney, 2013; Preston & Wang, 2017; Zhou et al., 2020). The limited evolution of these programs reveals a gap between research findings and their practical implementation and calls for comprehensive comparative studies that examine these similar programs together. In addition, the HEIs also contrast with the high-profile, research-intensive institutions like the UBC, OISE, and other top-ranked HEIs such as University College London and the University of Melbourne, which attracted some attention from academia for their reliance on revenue-generating "innovations," such as professional master's degree programs and programs catering to international students (Johnson et al., p. 43). Hence, the HEIs in this study may have fewer resources, lower international visibility, and reduced research output, making the Faculties of Education more dependent on revenue from international students within their MEd programs. This dependence may partially explain the slow evolution of these programs, as financial imperatives could take precedence over pedagogical innovations or responsiveness to

research-based recommendations. By pooling insights across cases, this study offered practical insights that address both common challenges and opportunities for improvement.

Program-Student Symbiosis

An analysis of program features and survey data reveals that the MEd programs and their students reflect one another. In other words, the programs and students are mutually dependent, with the programs offering tailored opportunities that align with the students' needs. Typically spanning one to two years, these programs offer a more economical alternative to the longer duration of a 4-year undergraduate degree, making them an attractive option for students facing financial constraints, particularly among the growing Indian student population in Canada (IRCC, 2024; Legusov et al., 2023).

Furthermore, all programs run at least 16 months (four semesters), aligning with the requirements for the three-year PGWP offered by IRCC, which could be seen as a strategy to attract more international students by ensuring them qualify for extended work opportunities post-graduation (Ching et al., 2020; McGregor & Hunter, 2021). The changes announced on September 18, 2024, confirmed that 16-month is a commonly used threshold for work permit approvals: it has been used as a standard to give out three-year PGWPs and is now used to give out spouse work permit (Government of Canada, 2024d). It is suspected that the high likelihood of obtaining three-year PGWP after completing the MEd program might have acted as a “perk” in recruitment. Although, it was never stated officially, the topic was brought up multiple times in instructors’ feedback, indicating that the MEd program was abused as an immigration route.

Interestingly, the immigration topic was not mentioned at all by students, despite faculty members being very vocal. This silence contradicts previous literature, where students stated that immigration was the reason they picked the MEd programs over the others (e.g., Liu, 2016;

Wang, 2017; Zhou et al., 2017). This omission may be partly attributed to IRCC's position on "dual intent" in student visa applications, where a visa officer may deny a student visa if they are not convinced that the applicant intends to leave Canada upon completing their studies (ApplyBoard, 2022; Brunner, 2022). Although IRCC guidelines indicate that dual intent "is legitimate," education agents such as ApplyBoard still emphasize the importance of students clearly stating in application that they would return to their home country after completing their studies (ApplyBoard, 2022; Government of Canada, 2023, para. 3). Considering this, the students' silence on the topic may reflect a reluctance to openly discuss their immigration intentions. This silence suggests that immigration is a sensitive issue for international students, potentially influencing how students navigate the MEd programs.

By contrast, students were very vocal in expressing concerns about the cohort nature of the program, which continues the criticism made in several studies on the MEd programs (e.g., Li & Tierney, 2013; Liu, 2018; Preston & Wang, 2017; Yu, 2018). In this multiple case collection, it was identified that UPEI, UVic, Brock, and Windsor all adopt/adopted the cohort model to accommodate international students. While the cohort model helps build a sense of community among international students, it also poses challenges for language development and social integration—essential aspects of the social rationale for internationalization.

The program profiles revealed that all the MEd programs had a set of prescribed courses, which made it challenging for international students to build connections or step outside their comfort zones, particularly when a significant percentage of the cohort came from the same country. Previous studies also documented this phenomenon with Chinese students (e.g., Beres & Woloshyn, 2017; Fakunle et al., 2016; Preston & Wang, 2017; Zhou et al., 2020), but more recently, students from India have formed the majority in programs such as those at Thompson

Rivers University (TRU, n.d.-a, n.d.-b). This homogeneity limits the diversity of interactions and may hinder broader social integration into the Canadian environment. In this regard, HEIs could have done more to actively diversify their student body rather than being too preoccupied by a “self-interested economic motivation” (Willis & Taylor, 2014, p. 164).

Preparation Courses and Education Agents

The findings show that preparation courses and agent use are quite common among the MEd programs, aligning with observations made in previous studies on MEd programs (e.g. Li & Tierney, 2013; Yu, 2018; Zhou et al., 2020). Program documents provided details of the preparation courses regarding the structure and content, while survey data confirmed that most admins, staff, and instructors acknowledged the presence of preparation programs, and nearly half reported collaboration with agents in MEd programs. Among the MEd students, many from China took English courses before beginning their studies. Chinese and Indian students also reported higher agent use than that of students from other parts of the world.

EAP or academic preparation programs help students transition into the western academic environment (Dooey, 2010; Li et al., 2023; Pearson, 2020), but such programs are also moving along the route of neoliberalism with a strong focus on the instrumental use of language, the premium fees, and the normative standards they represent (Fedorova, 2021; MacDonald, 2022; Mittelmeier & Zhang, 2022). The agreements between HEIs and pathway programs not only enhance enrollment but also generate revenue for universities through partnership agreements with private education providers like Navitas, who benefit from managing recruitment and support services (Brophy & Tucker-Abramson, 2012; Chan & Matsushita, 2024; Maschmann, 2018; McCartney & Metcalfe, 2018; Tamtik, 2022). For discontent students, EAP programs are seen as steeply priced language support, leading many to believe that their primary

purpose is revenue generation rather than genuinely helping students improve English proficiency (Wang, 2016).

The practice of collaborating with education agents highlights another frontline of commercialization and reveals country-based patterns in international recruitment. Agents facilitate student recruitment by acting as intermediaries between prospective students and institutions, often working on commission (Altbach & Reisberg, 2013; Coffey & Perry, 2013; Donovan, 2019). This practice underscores the shift towards a market-driven approach in higher education, where the commercial interests of universities are increasingly evident in their international strategies (Beach, 2020; Marom, 2022). While not the focus of this study, previous research on MEd students has highlighted the strong influence of education agents in program selection (Yu, 2018). For instance, many MEd students chose the international stream based solely on agents' recommendations, which were driven by the program's lower requirements rather than its compatibility (Li & Tierney, 2013). With the ongoing discussion on unethical agent practices (Bista, 2017; Huang et al., 2016; Orim & Glendinning, 2023; Reisberg & Altbach, 2023; Xu & Miller, 2021), universities' reliance on agents for recruitment may indirectly contribute to unethical agent practices without direct accountability.

Moving Forward

Based on the findings and discussions, three recommendations that intersect research and practice are proposed. First, aligning HEIs' internationalization rationales with actions and outcomes is crucial. Second, involving multiple perspectives in strategic planning could solicit practical feedback to achieve internationalization goals. Third, efforts should be taken to explore the impact of IRCC policy on the internationalization of Canadian higher education. Each of these recommendations is elaborated in the following sections.

Aligning Rationales with Actions and Outcomes

Strategic plans take much effort and time to develop; however, the documents become rhetorical if the actions do not align with rationales and outcomes are not measured. This research drew on institutional and individual feedback of internationalization. It is recommended that future researchers and practitioners work on aligning internationalization rationales, actions, and outcomes in the internationalization process of Canadian higher education.

Practitioners need to specify concrete actions that materialize the social, economic, and academic rationales for the internationalization of Canadian higher education at both individual and institutional levels. While actions based on economic rationale are relatively easy to quantify and implement, attention should be paid to developing mixed approaches that address the social and academic dimension of internationalization. There is a wealth of literature highlighting different initiatives to facilitate intercultural exchange, Equity, Diversity, and Inclusivity, classroom diversity, curriculum internationalization, for example, with a strong focus on student learning and student perspectives (Beres & Woloshyn, 2017; Etherington, 2014; Goode et al., 2024; Harvey et al., 2019; Sierra-Huedo & Nevado-Llopis, 2022). Efforts are needed to bridge research and practice through knowledge mobilization so that practitioners have the foundation to develop actionable items to advance social, academic, and economic rationales in internationalization.

For outcome measurement, this study recommends that consistent statistics across public and private HEIs be reported and made publicly available for more analysis based on international and domestic enrollment trends, as well as the tuition revenue generated from both groups at the undergraduate, graduate, and faculty levels. The inclusion of budget and enrollment data significantly enriched the case profiles, allowing for more meaningful interpretation of

strategic plans and survey data. In particular, Windsor and Brock excelled at reporting student headcounts and the financial contributions of international students, providing valuable context for their internationalization strategies. Conversely, although UVic has a detailed internationalization plan with a relatively balanced focus on different rationales, it lacks up-to-date and detailed data on student enrollment and tuition sources, hindering research efforts aimed at offering recommendations for its internationalization progress.

For future research, consistent statistical data will set the foundation for meaningful comparative studies. For practitioners, the data would be useful in developing reasonable expectations for growth and predicting potential risks, especially when examining cases where institutions have become over-reliant on international tuition. Though rarely touched on in the budget reports included in this study, funding patterns for internationalization efforts can provide valuable insights into the understanding and effects of internationalization (Matei et al., 2015). Future research could trace the sources and allocation of funds for internationalization to better understand its implementation. Furthermore, these efforts will enhance accountability and transparency for international students. While HEIs increasingly treat international students as significant source of revenue, it is imperative to provide necessary information to students, so they can make informed decisions regarding their study abroad destinations. The statistics will provide prospective international students with valuable insights into the international-to-domestic student ratio and the financial dependency of institutions on their tuition, enabling them to choose institutions or programs that offer a more balanced and stable academic environment.

For actions involving complex, less tangible outcomes, such as intercultural competencies, student engagement, and inclusive learning environments, researchers and practitioners must create metrics and indicators that capture these nuanced impacts (Gao, 2018).

A mix of qualitative and quantitative approaches can be conducted to assess and evaluate the prescribed goals in internationalization plans pertaining to different rationales. By monitoring and measuring internationalization outcomes in a variety of ways (e.g., quantitative data analysis, institutional performance reviews, student and faculty feedback, and curriculum impact assessments), attention could be directed to important metrics in addition to economic gains.

With adequate data on rationales, actions, and outcomes, researchers and practitioners could move on to the stage where they examine the alignment of these components and make suggestions or revisions accordingly.

Including Multiple Perspectives in Strategic Planning

HEIs could operationalize the broader internationalization goals by actively engaging individuals and incorporating their input into the strategic plans. Although several strategic plans reviewed in this study indicate the involvement of various stakeholders in the planning process (e.g., UPEI, 2018; Windsor, 2023), a noticeable gap persists between the claims made in institutional plans and findings reflecting individual concerns. The main disagreement is that the articulated institutional focus on social and academic rationales, against the assertion from admins, staff, and instructors that the economic rationale is the dominant rationale. Further, literature suggests that international officers—who are on the front lines of implementing internationalization strategies—often report feeling marginalized in the decision-making process, receiving directives rather than contributing to the planning (Bulut-Sahin et al., 2023; Hunter, 2018). This disconnect highlights an opportunity for improvement in strategic planning to ensure that the articulated rationales are not only wishful thinking or rhetorical, but also grounded in the realities and concerns of those directly involved in the execution of internationalization strategies.

Engaging international students and the local community in the strategic planning of internationalization in Canadian universities is critical for fostering inclusive and effective initiatives. To date, international students have received little attention in strategic planning, which has largely centered on the perspectives of university leaders, administrators, and faculty members (e.g., Bulut-Sahin et al., 2023; Gao, 2014; Taskoh, 2020). This oversight ignores the unique and practical insights that international students can offer, such as feedback on academic programs, support services, and social integration, which can help universities establish more specific and actionable goals. Furthermore, within the Canadian context, international students are not merely temporary study sojourners but are often viewed as potential future immigrants who will contribute to Canada's demographic and economic growth. This dual role underscores the importance of involving local communities in strategic planning, as social integration and the university's civic responsibility to these communities play a pivotal role in the long-term success of internationalization efforts. By actively engaging students and communities, universities can create strategies that not only address institutional goals but also align with broader societal objectives.

Engaging International Students. Student perspectives are a valuable addition to institutional internationalization strategies. Existing literature confirms that international students do have a strong need for more career-oriented programs and internship opportunities to support their entry into the local labor market after graduation (Jogunola & Varis, 2018). Meanwhile, when a dominant institutional economic rationale (e.g., aggressive recruitment, rapid increase in international student numbers, etc.) does not align well with individual experience, international students call for better social integration and internationalized curriculum, which align with social and academic rationale (Guo & Guo, 2017; O'Connor, 2017). This study builds on those

arguments by adding direct student feedback on the issues pertaining to course setup, career orientation, and the cohort model of the MEd programs. As HEIs place greater emphasis on incorporating individual perspectives—particularly those of students—into the rationale behind their internationalization efforts, this feedback will enhance the conceptualization process and promote a more prominent role for individual perspectives within the overall framework of rationales.

Involving international students in strategic planning benefits HEIs in several ways. In this study, students expressed low levels of agreement with items measuring the economic return of attending MEd programs and provided practical suggestions in open-ended responses concerning elective courses, practicum opportunities, curriculum internationalization, and the cohort model. Similarly, Jogunola and Varis (2018) suggested that international students could offer valuable feedback on recruitment, program development, job placement, and curriculum design. Such feedback enhances the effectiveness of strategies by addressing students' unique needs and experiences, including academic programs, support services, social integration, and career development (Guo & Guo, 2017; Jogunola & Varis, 2018; O'Connor, 2017). Additionally, potential differences in students' and HEIs' rationales for internationalization can offer valuable alternative perspectives. This difference encourages universities to critically evaluate their policies and address criticisms regarding the economic orientation of internationalization efforts, rhetorical claims, and insufficient attention to EDI concerns (Buckner et al., 2021; Criswell & Zhu, 2015; Guo & Guo, 2017; Stein, 2021; Tavares, 2024). Doing so would align internationalization strategies with the needs of international students and improve the image of HEIs concerned with an overly dominant economic rationale in their plans.

Involving international students in shaping policies that have direct impact on their study abroad journey or future plans can also foster a sense of ownership and responsibility, allowing them to voice their concerns and increase understanding of institutional decision-making process in Canadian higher education. Researchers have called for the alignment of relevant literature and the stated priorities of international students (Deuchar, 2022; Page & Chahboun, 2019). For HEIs, including international students in strategic planning designing is also one step forward in educating global citizens and improving communities around the world.

Specifically, the research recommends three ways to involve international students in the strategic planning process. One institutional approach is to establish dedicated advisory boards or committees composed of international students. These boards can provide insights into the challenges and opportunities that international students face, ensuring their perspectives are considered in the development of policies and programs. This approach could be coupled with institution-wide surveys on international students' experiences and expectations regarding university internationalization. Additionally, HEIs could delegate faculties or departments to conduct regular feedback sessions or surveys with their international students regarding the programs and the institutions. Findings of this research have provided valuable insights into the operation of MEd programs, confirming the usefulness of student feedback.

Engaging Community. Engaging the local community is an emerging aspect of internationalization efforts. Marley's (instructor) comment on the community being racist and the lack of action from the university reflects a concern that, despite HEIs' stated goals of addressing global challenges and improving the world in their strategic plans, there remains a gap between institutional aspirations and the lived realities of students and faculty when it comes to the immediate communities hosting the HEIs and international students. It reflects a narrow

commitment to the EDI values that are central to the ethos of internationalization. The accusations by instructors that universities are not doing enough to facilitate integration—both for their students and the surrounding community—highlight the need for HEIs to take more proactive steps in fostering inclusivity and community engagement rather than having slogans.

In the current Canadian context, it is more imperative than ever for HEIs to bring communities on board in the internationalization process. On one hand, perhaps in response to lower enrolment numbers during Covid, IRCC issued a significantly higher number of study permits in 2022 and 2023, leading to a dramatic increase in international students in Canada (IRCC, 2024). Unfortunately, these students have become the scapegoat for public concerns on housing shortage, unemployment, limited medical resources, for example. which reflect a limited understanding of the international student population and their community impact (Karaagac et al., 2024; Walker, 2024). The public concerns also highlight skepticism around the aggressive recruitment strategies adopted by certain Canadian HEIs. On the other hand, cross-case analysis in Chapter 5 revealed a strong institutional focus on community engagement, be it part of general institutional strategic priorities or internationalization-specific aspirations. This institutional focus is consistent with research showing the positive impact of international student engagement in university and local communities (Gribble et al., 2017; Kerekes, 2022).

By fostering genuine reciprocal relationships between international students and local communities, universities can substantiate claims of community development, social transformation, and global citizenship. Involving communities into university internationalization progress can be achieved through initiatives such as community-based learning projects, intercultural exchange programs, and collaborative public events. Depending on faculty capacity, these initiatives could be implemented on regular basis or more deeply

integrated into program curriculum as experiential components. Both international students and community organizations should be consulted to align the initiatives with their specific needs and also improve engagement level. This approach ensures these objectives are pursued as authentic community-building goals rather than mere justifications for financial reliance on international tuition.

Impact of IRCC Policy on Internationalization

Given that the IRCC has the authority over the number of international students admitted to Canada, understanding the impact of IRCC policy and establishing a healthy collaboration mechanism between policy and practice is necessary for maintaining balance and effectiveness in the higher education internationalization process. On one hand, HEI internationalization benefits Canada through such things as academic innovation, talent recruitment, tuition revenue, and global citizenship education (Canmac Economics Limited, 2020; Global Affairs Canada, 2019; Lasthiotakis et al., 2013; Sharma, 2020). On the other hand, HEIs increasingly rely on international recruitment and tuition revenue, pushing them further down the path of commercialization and being exposed to market risks. Given the multiple level government structure of Canadian immigration and education, the IRCC policy changes become a critical factor for HEIs to take into consideration. Policy shifts could significantly impact the success of specific programs or even the financial stability of HEIs. For example, if the IRCC shifts its focus toward skilled laborers, favoring college programs, or toward highly skilled scholars, favoring graduate programs, these changes could dramatically alter enrollment patterns. Scholars should reflect on these dynamics and consider potential future scenarios, preparing for how changes in IRCC policies might reshape Canadian HEIs.

IRCC are indeed favoring graduate programs, as reflected in policies regarding international graduate students, including exempting them from the international student number cap, automatic three-year PGWP and spouse open work permit, and allocating 12% of study permits to graduate-level international students (Government of Canada, 2024a, 2024d). As pointed out by Brunner (2022, p. 91), “the importance of PGWP as a recruitment tool became undeniable.” The previous policy on granting three-year PGWP based on a longer-than-two-years program as an unwritten rule has been used by programs, perhaps including the MEd programs examined in this study, to increase their attractiveness to students who intend to come and stay in Canada. Now that all graduate students, no matter how long their programs are, will automatically get three-year PGWP, it will likely have some influence on institutional decision making when it comes to pushing certain programs to the international market. The relatively stable graduate international enrolment in some HEIs might be attributed to these favorable policies (AAU, 2024; Dawson, 2024; UVic Financial Planning, 2024b; VIU Office of University Planning and Analysis, n.d.-e). Insights gained from this research and IRCC practices will help future researchers to look more closely into the intricate relationship among different stakeholders and the various impact on the internationalization progress of Canadian higher education.

International students, again, must be brought to the table to discuss their experiences related to immigration policy. While this research did not provide student perspectives on immigration issues, both instructor feedback and previous studies on similar MEd programs such as Zhou et al. (2017), Yu (2018), and Wang (2017) confirmed the strong immigration motivation among students in such programs. From the institutional perspective, HEIs must consider the impact of other countries’ immigration policies (the policies themselves and the deterrent effect)

in international student selection of destination countries and institutions, as best illustrated in the fluctuation in the number of international students during the previous Trump administration and perhaps also in the near future given Trump's recent return to the office in the United States (Hacker & Bellmore, 2020; Laws & Ammigan, 2020).

With a better understanding of the impact of IRCC policy on Canadian higher education landscape, the next steps could involve developing healthy collaborative mechanism to maintain the balance of policy and practice, rather than, for example, the current confrontational policy direction and practice preference between IRCC and Colleges Ontario (Usher, 2024a). This approach would also support the economic rationale for internationalization, as strengthening the IRCC-HEI connection can enhance understanding of how international students contribute economically to Canada.

Dissertation Summary

This research contributes to efforts mapping rationales that drive internationalization within university strategic documents and practices. It focuses on social, academic, and economic rationales at both individual and institutional levels, as materialized in specific academic programs (Knight, 2021). For the seven universities included in this multiple case study who are small to medium sized institutions with a strong teaching focus, this adaptation was proven to be effective, confirming the flexibility of Knight's rationales in empirical studies. Findings also highlighted the dynamics among different rationales, which lead to competing priorities in the internationalization process. The prominence of institutional perspectives within Knight's framework aligns with the priorities set in strategic planning and practice, whereas individual perspectives—especially those related to international students' economic rationale—remain under addressed.

Regarding the articulation of internationalization in strategic documents, document analysis reveals a heightened focus on academic and social rationales, which was also confirmed in program practices through survey data. The seven universities elaborated on their internationalization aspirations in connecting local communities with the world, fostering intercultural awareness, and solving global challenges through academic and research excellence. Survey data acknowledged student growth during their MEd journey, with instructors and students showing higher agreement towards statements along the academic and social dimensions.

However, despite international tuition accounting for a large proportion of overall tuition revenue in these HEIs, the economic rationale is often embedded in social or academic rationales in their strategic documents, indicating a reluctance for the seven universities to explicitly recognize the instrumental value of internationalization. In contrast, survey data shows that admins, staff, and instructors perceive economic rationale as the dominant rationale driving internationalization in their institutions. Concerns over student career development, immigration prospects, and social integration, which are common issues pertaining to economic rationale from an individual perspective, were shared across admins, staff, instructors, and students.

Given the increasingly complex environment Canadian HEIs must navigate to advance internationalization, this research emphasizes the importance of formal strategic planning grounded in rationales relevant to members in each institution. While social and academic rationales require concrete actions supported by diverse measurement approaches to avoid appearing rhetorical, economic rationales also merit a central role to guide strategic planning and implementation. Additionally, individual perspectives are as important as institutional ones, offering complementary insights for a holistic understanding of internationalization in response

to external stakeholders and events. Efforts should be put into place to incorporate international student perspectives into strategic planning.

Scholars in higher education internationalization have anticipated a critical shift in the field, as reflected in early works by Brandenburg and de Wit (2011) and more recent calls for a re-evaluation of internationalization policies and practices (Beck & Pidgeon, 2020; McCartney, 2021; Pashby & de Oliveira Andreotti, 2016; Stein, 2021; Tamtik, 2022). In Canada, the government has been instrumental in pushing HEIs into the international market (MacCartney, 2021). Now, government intervention is again evident in efforts to regulate “bad actors” through a cap on study permits and other adjustments to international student visa policies (Government of Canada, 2024a, 2024b, 2024d). The unanimous acknowledgment of the recent IRCC cap on study permits in all seven universities’ latest budget documents highlights HEIs’ responsiveness to IRCC’s role as a key gatekeeper of international enrollment (Brock, n.d.-g; TRU Office of the Provost and Vice-President Academic, n.d.-a; SFU Finance, n.d.-g; UPEI, n.d.-g; UVic, n.d.-g; VIU, 2024; Windsor, n.d.-f). It remains uncertain whether Canadian HEIs would self-regulate for more sustainable internationalization without IRCC policy changes; however, examining the rationales driving internationalization in strategic planning and practice can help identify competing priorities as a starting point and suggest pathways for better alignment.

References

- Altbach, P. G., & Reisberg, L. (2013). The pursuit of international students in a commercialized world. *International Higher Education*, (73), 2–4.
<https://doi.org/10.6017/ihe.2013.73.6115>
- American Council on Education. (n.d.). Internationalization lab. Retrieved November 13, 2024, from <https://www.acenet.edu/Documents/Model-Comprehensive-Internationalization.pdf>
- Anderson, T. (2015). Seeking internationalization: The state of Canadian higher education. *Canadian Journal of Higher Education*, 45(4), 166–187.
<https://doi.org/10.47678/cjhe.v45i4.184690>
- Andrews, B. (2024, October 17). Drop in international student enrolment is costing UPEI and Holland College millions. *CBC News*. Retrieved December 19, 2024, from <https://www.cbc.ca/news/canada/prince-edward-island/pei-international-students-revenue-1.7355417>
- Angus Reid Institute. (2020, May 13). *Canadian opinions of China reach new low*. Retrieved September 30, 2024, from <https://angusreid.org/covid19-china/>
- ApplyBoard. (2022, November 23). *Why Canadian student visas are rejected due to “dual intent”*. Retrieved September 8, 2024, from <https://www.applyboard.com/blog/why-canadian-student-visas-are-rejected-due-to-dual-intent#:~:text=Dual%20intent%20refers%20to%20the,the%20end%20of%20their%20studies>
- Arum, S., & J. Van de Water. (1992). The need for a definition of international education in U.S. universities. In C. B. Klasek, B. J. Garavalia, K. J. Kellerman, & B. B. Marx (Eds.), *Bridges to the future: Strategies for internationalizing higher education* (pp. 191–203). Association of International Education Administrators.
- Association of Atlantic Universities. (2018, October 15). *2018–2019 First-year, transfer and visa Students*. https://www.atlanticuniversities.ca/wp-content/uploads/2021/12/Visa_First-Year_Transfer-Enrolments-2018-19.pdf
- Association of Atlantic Universities. (2019, October 15). *2019–2020 First-year, transfer and visa Students*. https://www.atlanticuniversities.ca/wp-content/uploads/2021/12/Visa_First-Year_Transfer-Enrolments-2019-20.pdf
- Association of Atlantic Universities. (2024). *2024–2025 Full-time visa undergraduate & graduate enrolments*. <https://atlanticuniversities.ca/stats/statistics-surveys-of-preliminary-enrolments/>
- Balfour, G., & Milovick, M. (2023a, March 31). *2023/24 Consolidated proposed budget*. Thompson Rivers University. https://www.tru.ca/_shared/assets/2023-2024_Budget57554.pdf
- Balfour, G., & Milovick, M. (2023b, December 1). *2024/25 Budget context presentation*. Thompson Rivers University. https://www.tru.ca/_shared/assets/budget-context-2024-202559151.pdf
- Baksh, N., Ellenwood, L., Kelley, M., & Aulakh, S. (2022, October 21). International students enticed to Canada on dubious promises of jobs and immigration. *CBC News*. Retrieved September 8, 2024, from <https://www.cbc.ca/news/canada/international-students-canada-immigration-ontario-1.6614238>

- Barone, N., & Unangst, L. (2023). A textual analysis of community college internationalization plans in the U.S. and Canada. *Journal of Studies in International Education*, 27(1), 64–81. <https://doi.org/10.1177/10283153211052767>
- Beck, K. (2021). Beyond internationalization: Lessons from post-development. *Journal of International Students*, 11(S1), 133–151. <https://doi.org/10.32674/jis.v11iS1.3847>
- Beck, K., & Pidgeon, M. (2020). Across the divide: Critical conversations on decolonization, indigenization, and internationalization. In M. Tamtik, R. D. Trilokekar, & G. A. Jones (Eds.), *International education as public policy in Canada* (pp. 384–406). McGill-Queen’s University Press. <https://doi.org/10.2307/j.ctv18sqz9q.22>
- Beck, K., Scholefield, A., & Waterstone, B. (2007). Locating gold mountain: Cultural capital and the internationalization of teacher education. *Journal of the American Association for the Advancement of Curriculum Studies (JAAACS)*, 3. <https://doi.org/10.14288/jaaacs.v3i0.187666>
- Bedenlier, S., Kondakci, Y., & Zawacki-Richter, O. (2018). Two decades of research into the internationalization of higher education: Major themes in the Journal of Studies in International Education (1997–2016). *Journal of Studies in International Education*, 22(2), 108–135. <https://doi.org/10.1177/1028315317710093>
- Beech, S. E. (2020). Performances of care: Questioning relationship-building and international student recruitment. *Transactions of the Institute of British Geographers*, 47, 426–439. <https://doi.org/10.1111/tran.12510>
- Bégin-Caouette, O., Nilson, M., & Beaupré-Lavallée, A. (2023). Policy framing in higher education in Canada. In J. Jungblut, M. Maltais, E. C. Ness, & D. Rexe (Eds.), *Comparative higher education politics: Policymaking in North America and Western Europe* (pp. 281–312). Springer International. https://doi.org/10.1007/978-3-031-25867-1_12
- Beres, J. L., & Woloshyn, V. E. (2017). Instructional insights gained from teaching a research methods course to Chinese international graduate students studying in Canada. *Journal of International Students*, 7(3), 728–743. <https://doi.org/10.5281/zenodo.570030>
- Bista, K. (2017). Role of intermediary recruiters in higher education preparation: Perceptions of Nepalese students in the United States. *Journal of International & Global Studies*, 9(1), 93–111.
- Bloor, M., & Wood, F. (2006). *Keywords in qualitative methods*. Sage. <https://dx.doi.org/10.4135/9781849209403>
- Bovis-Cnossen, C., & Milovick, M. (2018, March 23). *Budget 2018/19*. Thompson Rivers University. Retrieved August 3, 2024, from http://www.gowolfpack.tru.ca/_shared/assets/18_19_budget_presentation44392.pdf
- Bovis-Cnossen, C., & Milovick, M. (2021, March 26). FY2021/22 Consolidated budget. *Thompson Rivers University*. https://www.tru.ca/_shared/assets/FY2021-2022_Budget53286.pdf
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Brabner, R., & Galbraith, G. (2013, July). *Using international recruitment agents: Risks and regulation?* Leadership Foundation for Higher Education. https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/lfhe/asset_images_docs/research_resources/research/stimulus_papers/2013/web_friendly_final-galbraith_brabner_15713.pdf_1572865847.pdf

- Brandenburg, U., & de Wit, H. (2011). The end of internationalization. *International Higher Education*, (62), 15–17. <https://doi.org/10.6017/ihe.2011.62.8533>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brewer, A., & Zhao, J. (2010). The impact of a pathway college on reputation and brand awareness for its affiliated university in Sydney. *International Journal of Educational Management*, 24(1), 34–47. <https://doi.org/10.1108/09513541011013033>
- Brewer, E., & Leask, B. (2012). Internationalization of the curriculum. In D. K. Deardorff, H. de Wit, J. H. Heyl, & T. Adams (Eds.), *The SAGE handbook of international higher education* (pp. 245–265). Sage.
- Brewster, M. (2022, November 27). Trudeau government unveils long-awaited plan to confront an 'increasingly disruptive' China. *CBC News*. Retrieved September 30, 2024, from <https://www.cbc.ca/news/politics/canada-china-trudeau-xi-taiwan-1.6664854>
- Brock University. (n.d.-a). *Education (MEd ISP)*. Retrieved January 13, 2023, from <https://brocku.ca/programs/graduate/med-isp/>
- Brock University. (n.d.-b). *2019-20 Budget report*. https://brocku.ca/about/wp-content/uploads/primary-site/sites/8/2019-20-Budget-Report-SCREEN_V2.pdf
- Brock University. (n.d.-c). *2020-21 Budget report*. https://brocku.ca/about/wp-content/uploads/primary-site/sites/8/2020-21-Budget-Report_SCREEN.pdf
- Brock University. (n.d.-d). *2021-22 Budget report*. https://brocku.ca/about/wp-content/uploads/primary-site/sites/8/2021-22-Budget-Report_SCREEN.pdf
- Brock University. (n.d.-e). *2022-23 Budget report*. <https://brocku.ca/about/wp-content/uploads/primary-site/sites/8/2022-23-Budget-Report.pdf>
- Brock University. (n.d.-f). *2023-24 Budget report*. https://brocku.ca/about/wp-content/uploads/primary-site/sites/8/2023-24-Budget-Report_Digital_July_12.pdf
- Brock University. (n.d.-g). *2024-25 Budget report*. https://issuu.com/brockuniversity/docs/2024-25_budget_report_inside_digitalfb
- Brock University. (n.d.-h). *Niagara roots – Global reach: Brock University strategic plan 2018-2025*. <https://brocku.ca/strategic-plan/wp-content/uploads/sites/192/Brock-University-Strategic-Plan.pdf>
- Brock University Academic Programs. (2023, March 20). *Education (MEd ISP)*. Wayback Machine—Internet Archive. Retrieved November 8, 2024, from <https://web.archive.org/web/20230320213238/https://brocku.ca/programs/graduate/med-isp/>
- Brock University Faculty of Education. (n.d.). *Leadership in Community-Based Education Certificate (LCBE)*. Retrieved November 13, 2024, from <https://brocku.ca/education/programs/leadership-in-community-based-education-certificate/#1676317672655-393780b5-c598>
- Brock University Faculty of Education. (2021, February 26). *Master of Education Internationally-Educated, Student Pathway (MEd ISP)*. Wayback Machine—Internet Archive. Retrieved November 8, 2024, from <https://web.archive.org/web/20210226010445/https://brocku.ca/education/programs/graduate-programs/master-of-education-international/>
- Brock University Faculty of Education. (2022, July 5). *Masters Preparation Certificate in Education (MPCE)*. Wayback Machine—Internet Archive. Retrieved November 13, 2024, from

- <https://web.archive.org/web/20220705132529/https://brocku.ca/education/programs/certificate-programs/mpce/>
- Brock University Institutional Planning, Analysis & Performance. (n.d.-a). *Headcount enrolment report Fall 2018*. https://brocku.ca/institutional-analysis/wp-content/uploads/sites/90/Headcount-Report-2018-Final_Version.pdf
- Brock University Institutional Planning, Analysis & Performance. (n.d.-b). *Headcount enrolment report academic year 2022-23*. <https://brocku.ca/institutional-analysis/wp-content/uploads/sites/90/Headcount-Report-2022-23-2.pdf>
- Brock University Institutional Planning, Analysis & Performance. (n.d.-c). *Headcount enrolment report academic year 2023-24*. <https://brocku.ca/institutional-analysis/wp-content/uploads/sites/90/Headcount-Report-2023-2024.pdf>
- Brock University Institutional Planning, Analysis & Performance. (n.d.-d). *Supplemental domestic/international headcount enrolment report academic year 2022-23*. <https://brocku.ca/institutional-analysis/wp-content/uploads/sites/90/Supplemental-Domestic-International-Headcount-Enrolment-Report-Academic-Year-2022-2023.pdf>
- Brock University Institutional Planning, Analysis & Performance. (n.d.-e). *Supplemental domestic/international headcount enrolment report academic year 2023-24*. <https://brocku.ca/institutional-analysis/wp-content/uploads/sites/90/Supplemental-Domestic-International-Headcount-Enrolment-Report-Academic-Year-2023-2024-Edits-1.pdf>
- Brock University Office of the Registrar. (2019, November 6). *2019-2020 Graduate Calendar – Education*. Retrieved August 2, 2024, from <https://brocku.ca/webcal/2019/graduate/educ.html>
- Brock University Office of the Registrar. (2020, August 20). *2020-2021 Graduate Calendar*. Retrieved August 2, 2024, from <https://brocku.ca/webcal/2020/graduate/educ.html#sec8>
- Brock University Office of the Registrar. (2021, October 29). *2021-2022 Graduate Calendar*. Retrieved August 2, 2024, from <https://brocku.ca/webcal/2021/graduate/educ.html#sec16>
- Brock University Office of the Registrar. (2022, March 10). *2022-2023 Graduate Calendar*. Retrieved August 2, 2024, from <https://brocku.ca/webcal/2022/graduate/educ.html#sec16>
- Brophy, E., & Tucker-Abramson, M. (2012). Struggling universities: Simon Fraser University and the crisis of Canadian public education. *TOPIA*, 28, 21–40. <https://doi.org/10.3138/topia.28.21>
- Brown, J. (2014, September 12). International students or ‘cash cows’? These global whiz kids pay three or four times more tuition than their Ontario peers, but are they getting the cultural support and health services they need? *The Toronto Star*. <https://www.economics.utoronto.ca/gindart/2014-09-12%20-%20International%20students%20or%20'cash%20cows'.pdf>
- Browning, K., & Elnagar, A. (2022). The internationalization of postsecondary education in Manitoba: A critique of two government policy approaches, 1999-2021. *Canadian Journal of Educational Administration and Policy*, 198, 74–96. <https://doi.org/10.7202/1086428ar>
- Brunner, L. R. (2017). Higher educational institutions as emerging immigrant selection actors: A history of British Columbia’s retention of international graduates, 2001–2016. *Policy Reviews in Higher Education*, 1(1), 22–41. <https://doi.org/10.1080/23322969.2016.1243016>

- Brunner, L. R. (2021). ‘Edugration’ as a wicked problem: Higher education and three-step immigration. *Journal of Comparative & International Higher Education*, 13(5S). <https://doi.org/10.32674/jcihe.v13i5S.4061>
- Brunner, L. R. (2022). Towards a more just Canadian education-migration system: International student mobility in crisis. *Studies in Social Justice*, 16(1), 78–102. <https://doi.org/10.26522/ssj.v16i1.2685>
- Buckner, E. (2019). The internationalization of higher education: National interpretations of a global model. *Comparative Education Review*, 63(3), 315–336. <https://doi.org/10.1086/703794>
- Buckner, E. (2020). Embracing the global: The role of ranking, research mandate, and sector in the internationalisation of higher education. *Compare: A Journal of Comparative and International Education*, 52(2), 232–249. <https://doi.org/10.1080/03057925.2020.1753499>
- Buckner, E., Brown, T., & Morales, S. (2022). Local mandate, global market: How Canadian colleges discuss international students. *Community College Journal of Research and Practice*, 1–15. <https://doi.org/10.1080/10668926.2022.2045647>
- Buckner, E., Clerk, S., Marroquin, A., & Zhang, Y. (2020). Strategic benefits, symbolic commitments: How Canadian colleges and universities frame internationalization. *Canadian Journal of Higher Education*, 50(4), 20–36. <https://doi.org/10.47678/cjhe.vi0.188827>
- Buckner, E., Knight-Grofe, J., & Eden, C. (2023). For students, look east; For partners, look west. In A. Kim, E. Buckner, & J. M. Montsion, *International students from Asia in Canadian universities* (1st ed., pp. 30–43). Routledge. <https://doi.org/10.4324/b23160-4>
- Buckner, E., Lumb, P., Jafarova, Z., Kang, P., Marroquin, A., & Zhang, Y. (2021). Diversity without race: How university internationalization strategies discuss international students. *Journal of International Students*, 11(S1), 32–49. <https://doi.org/10.32674/jis.v11iS1.3842>
- Buckner, E., & Stein, S. (2020). What counts as internationalization? Deconstructing the internationalization imperative. *Journal of Studies in International Education*, 24(2), 151–166. <https://doi.org/10.1177/1028315319829878>
- Bulut-Sahin, B., Emil, S., Okur, S., & Seggie, F. N. (2023). Strategic management of internationalization in higher education institutions: The lens of international office professionals. *Tertiary Education Management*, 29, 429–445. <https://doi.org/10.1007/s11233-023-09121-2>
- Calikoglu, A., Lee, J. J., & Arslan, H. (2022). Faculty international engagement: Examining rationales, strategies, and barriers in institutional settings. *Journal of Studies in International Education*, 26(1), 61–79. <https://doi.org/10.1177/1028315320963508>
- Campbell, C. (2023). Policy turns in teacher education: The case of Ontario, Canada, during the twenty-first century. In D. Mifsud & S. P. Day (Eds.), *Teacher education as an ongoing professional trajectory: Implications for policy and practice* (pp. 25–46). Springer International Publishing. <https://doi.org/10.1007/978-3-031-28620-9>
- Campbell, T. (2024, October 24). ‘Dramatic’ — UWindsor warns of ‘very disruptive’ cuts as deficit forecast jumps to \$30M+. *Windsor Star*. <https://windsorstar.com/news/local-news/dramatic-uwindsor-warns-of-cutbacks-as-deficit-forecast-jumps-to-30m-plus>
- Canmac Economics Limited. (2020). *The economic impact of COVID-19 on Canada’s international education sector in 2020*. Government of Canada.

- <https://www.international.gc.ca/education/report-rapport/covid19-impact/index.aspx?lang=eng>
- Cantwell, B. (2024, November 13). Specifics aside, Trump's rule will mean less global exchange. *University World News*. Retrieved November 13, 2024, from <https://www.universityworldnews.com/post.php?story=20241113122214630>
- Cattaneo, M., Meoli, M., & Paleari, S. (2015). Why do universities internationalize? Organizational reputation and legitimacy. In D. L. Audretsch, E. M. Meoli, & S. Vismara (Eds.), *University evolution, entrepreneurial activity and regional competitiveness* (pp. 327–346). Springer.
- Canadian Association of University Business Officers. (2024). *Financial information of universities and colleges* [Data set]. https://www.caubo.ca/caubo_master_dataset_2001_2023-sep-2024/
- Cape Breton University. (2018). *Non-consolidated financial statements year ended March 31, 2018*. <https://www.cbu.ca/wp-content/uploads/2019/09/CBU-Financial-Statements-2018.pdf>
- Cape Breton University. (2020). *Non-consolidated financial statements March 31, 2020*. <https://www.cbu.ca/wp-content/uploads/2020/10/CBU-Financial-Statements-2020.pdf>
- Chan, E., & Matsushita, B. (2024). International education pipeline: An analysis of British Columbia's university transfer system. In A. H. Kim, E. Buckner, & J. M. Montsion (Eds.), *International students from Asia in Canadian universities: Institutional challenges at the intersection of internationalization, inclusion, and racialization* (pp. 58–71). Taylor & Francis.
- Cheung, A., Guo, X., Wang, X., & Miao, Z. (2019). Push and pull factors influencing Mainland Chinese MEd students in Hong Kong. *International Journal of Educational Management*, 33(7), 1539–1560. <https://doi.org/10.1108/IJEM-06-2018-0179>
- Ching, W. C. H., Zhao, S., & Mitchell, D. E. (2020). Marketing mistakes or unethical marketing in higher education? Two case studies in Ontario Colleges. *Journal of Education and Social Development*, 4(2), 10–16. <https://doi.org/10.5281/zenodo.4039824>
- Chira, S. (2013, March). *Dreaming big, coming up short: The challenging realities of international students and graduates in Atlantic Canada* (Working Paper No. 472013). <https://www.smu.ca/webfiles/ChiraDreamingbigcomingupshort.pdf>
- Chyung, S. Y., Roberts, K., Swanson, I., & Hankinson, A. (2017). Evidence-based survey design: The use of a midpoint on the Likert scale. *Performance Improvement*, 56(10), 15–23. <https://doi.org/10.1002/pfi.21727>
- Coffey, R., & Perry, L. M. (2013, December). *The role of education agents in Canada's education systems*. Council of Ministers of Education Canada. <https://cmec.ca/Publications/Lists/Publications/Attachments/326/The-Role-of-Education-Agents-EN.pdf>
- Colleges Ontario. (2024, January 25). *Statement by Ontario's public colleges on the imposed cap on study permits*. Retrieved July 23, 2024, from <https://www.collegesontario.org/en/news/statement-by-ontario-s-public-colleges>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design choosing among five approaches* (4th ed.). Sage.
- Criswell II, J. R., & Zhu, H. (2015). Faculty internationalization priorities. *Forum for International Research in Education*, 2(1), 22–40. <https://files.eric.ed.gov/fulltext/EJ1133858.pdf>
- Crossman, E., Choi, Y., Lu, Y., & Hou, F. (2022). *International students as a source of labour supply: A summary of recent trends*. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2022003/article/00001-eng.htm>
- Croucher, G., & Lacy, W. B. (2022). The emergence of academic capitalism and university neoliberalism: Perspectives of Australian higher education leadership. *Higher Education*, 83 (2), 279–295. <https://doi.org/10.1007/s10734-020-00655-7>
- Cudmore, G. (2005). Globalization, internationalization, and the recruitment of international students in higher education, and in the Ontario colleges of applied arts and technology. *Canadian Journal of Higher Education*, 35(1), Article 1. <https://doi.org/10.47678/cjhe.v35i1.183491>
- Cuibus, M., & Walsh, P. W. (2025, January 24). *Briefing: Student migration to the UK*. <https://migrationobservatory.ox.ac.uk/wp-content/uploads/2021/07/MigObs-Briefing-Student-migration-to-the-UK-2024.pdf>
- Curtis, T., & Ledgerwood, J. R. (2018). Students’ motivations, perceived benefits and constraints towards study abroad and other international education opportunities. *Journal of International Education in Business*, 11(1), 63–78. <https://doi.org/10.1108/JIEB-01-2017-0002>
- Dana, A. (2022). *Internationalization of higher education: The formation of individual rationales* [Unpublished doctoral dissertation]. The Education University of Hong Kong.
- Dangerfield, K. (2018, August 9). Saudi Arabia-Canada spat: Here’s everything to know about the feud. *Global News*. Retrieved September 30, 2024, from <https://globalnews.ca/news/4378208/canada-saudi-arabia-spat/>
- Dawson, J. (2024, September 27). TRU VP says new international enrolment cut be cut in half in five years. *Castanet*. Retrieved November 19, 2024, from <https://www.castanetkamloops.net/news/Kamloops/508827/TRU-VP-says-new-international-enrolment-could-be-cut-in-half-in-five-years>
- Deuchar, A. (2022). The problem with international students’ ‘experiences’ and the promise of their practices: Reanimating research about international students in higher education. *British Educational Research Journal*, 48(3), 504–518. <https://doi.org/10.1002/berj.3779>
- Dewey, P., & Duff, S. (2009). Reason before passion: Faculty views on internationalization in higher education. *Higher Education*, 58, 491–504. <https://doi.org/10.1007/s10734-009-9207-z>
- de Wit, H. (1995). Education and globalization in Europe: Current trends and future developments. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1, 28–53. <https://doi.org/10.36366/frontiers.v1i1.10>
- de Wit, H. (2000). Changing rationales for the internationalization of higher education. In L. C. Barrows, M. Dumitrescu, & R. Fancy (Eds.), *Internationalization of higher education: An institutional perspective* (pp. 9–21). Bucharest.

- de Wit, H. (2011). Internationalization of higher education: Nine misconceptions. *International Higher Education*, (64), 6–7. <https://doi.org/10.6017/ihe.2011.64.8556>
- de Wit, H. (2019). Internationalization in higher education, a critical review. *Simon Fraser University Educational Review*, 12(3), 9–17. <https://doi.org/10.21810/sfuer.v12i3.1036>
- de Wit, H., & Adams, T. (2010). Editorial. *Journal of Studies in International Education*, 14(3), 219–220. <https://doi.org/10.1177/1028315310375046>
- de Wit, H., & Altbach, P. G. (2021). Internationalization in higher education: Global trends and recommendations for its future. *Policy Reviews in Higher Education*, 5(1), 28–46. <https://doi.org/10.1080/23322969.2020.1820898>
- de Wit, H., & Hunter, F. (2015). The future of internationalization of higher education in Europe. *International Higher Education*, 83, 2–3. <https://doi.org/10.6017/ihe.2015.83.9073>
- de Wit, H., Yemini, M., & Martin, R. (2015). Internationalization strategies and policies in second-tier higher education institutions. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The European higher education area: Between critical reflections and future policies* (pp. 127–143). Springer International Publishing. https://doi.org/10.1007/978-3-319-20877-0_9
- Donovan, M. (2019, April 15). Universities spending big on recruiters in scramble for foreign students. *CBC News*. Retrieved December 19, 2024, from <https://www.cbc.ca/news/canada/nova-scotia/atlantic-canada-universities-recruiters-contracts-freedom-of-information-1.5095883>
- Dooley, P. (2010). Students’ perspectives of an EAP pathway program. *Journal of English for Academic Purposes*, 9, 184–197. <https://doi.org/10.1016/j.jeap.2010.02.013>
- DPhil, P. S., & DPhil, N. H. (2009). A practical iterative framework for qualitative data analysis. *International Journal of Qualitative Methods*, 8(1), 76–84. <https://doi.org/10.1177/160940690900800107>
- Duderstadt, J. J. (2000). *A university of the 21st century*. University of Michigan Press.
- EduCanada. (2023, April 24). *Top reasons to study in Canada*. Retrieved June 16, 2023, from <https://www.educanada.ca/why-canada-pourquoi/reasons-raisons.aspx?lang=eng>
- El Masri, A. (2020). Who speaks for international education? An Ontario case study. In M. Tamtik, R. D. Trilokekar, & G. A. Jones (Eds.), *International education as public policy in Canada* (pp. 358–383). McGill-Queen’s University Press.
- Elturki, E., Liu, Y., Hjeltness, J., & Hellmann, K. (2019). Needs, expectations, and experiences of international students in pathway programs in the United States. *Journal of International Students*, 9(1), 192–210. <https://doi.org/10.32674/jis.v9i1.274>
- Etherington, S. J. (2014). But science is international! Finding time and space to encourage intercultural learning in a content-driven physiology unit. *Advances in Physiology Education*, 38(2), 145–154. <https://doi.org/10.1152/advan.00133.2013>
- Fakunle, O. (2021). Developing a framework for international students’ rationales for studying abroad, beyond economic factors. *Policy Futures in Education*, 19(6), 671–690. <https://doi.org/10.1177/1478210320965066>
- Fakunle, O., Allison, P., & Fordyce, K. (2016). Chinese postgraduate students’ perspectives on developing critical thinking on an UK education masters. *Journal of Curriculum and Teaching*, 5(1), 27–38.
- Fang, W., Clarke, A., & Wei, Y. (2016). Empty success or brilliant failure: An analysis of Chinese students’ study abroad experience in a collaborative Master of Education

- program. *Journal of Studies in International Education*, 20(2), 140–163.
<https://doi.org/10.1177/1028315315587106>
- Farquhar, R. H. (2001, February 8). *Can Canada get its act together in international education?* [Paper presentation]. Semi-Annual Meeting on the Management Board Canadian Information Centre for International Credentials, Hull, Quebec, Canada.
<https://eric.ed.gov/?id=ED449749>
- Fedorova, N. (2021). Questioning EAP: A critique of the English for academic purposes courses at university. *The Journal of Teaching English for Specific and Academic Purposes*, 9(3), 401–408. <https://doi.org/10.22190/JTESAP2103401F>
- Fisher, D., & Rubenson, K. (2014). Trends across the three provinces: Similarities and differences. In D. Fisher, K. Rubenson, T. Shanahan, & C. Trotter (Eds.), *The development of postsecondary education systems in Canada: A comparison between British Columbia, Ontario, and Quebec, 1980–2010* (pp. 291–333). McGill-Queen's University Press. <https://doi.org/10.1515/9780773590427-009>
- Friesen, J. (2019, October 9). In Cape Breton, a dramatic rise in international students has transformed a school and a community. *The Globe and Mail*. Retrieved November 24, 2024, from <https://www.theglobeandmail.com/canada/article-how-the-world-came-to-cape-breton-university/>
- Friesen, J. (2024, February 15). Ontario college presidents feud over international student cap. *The Globe and Mail*. Retrieved November 24, 2024, from <https://www.theglobeandmail.com/canada/article-conestoga-sault-college-international-students/>
- Friesen, R. (2012). Faculty member engagement in Canadian university internationalization: A consideration of understanding, motivations and rationales. *Journal of Studies in International Education*, 17(3), 209–227. <https://doi.org/10.1177/1028315312451132>
- Gao, Y. (2018). A set of indicators for measuring and comparing university internationalisation performance across national boundaries. *Higher Education*, 76(2), 317–336.
<https://doi.org/10.1007/s10734-017-0210-5>
- Gao, Y., Baik, C., & Arkoudis, S. (2015). Internationalization of higher education. In J. Huisman, H. de Boer, D. D. Dill, & M. Souto-Otero (Eds.), *The Palgrave international handbook of higher education policy and governance* (pp. 300–320). Palgrave Macmillan.
- Garson, K. (2016). Reframing internationalization. *Canadian Journal of Higher Education*, 46(2), 19–39. <https://doi.org/10.47678/cjhe.v46i2.185272>
- Garson, K. (2023). The unintended consequences of relying on economic rationales in Canadian internationalization. In S. Kamyab, & R. L. Raby (Eds.), *Unintended consequences of internationalization in higher education* (1st ed., pp. 246–265). Routledge.
<https://doi.org/10.4324/9781003189916-17>
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update* (4th ed.). Allyn & Bacon
- Glass, C. R., Wongtrirat, R., & Buus, S. (2015). *International student engagement: Strategies for creating inclusive, connected, and purposeful campus environments*. Stylus.
- Glegg, A. (2013). The British Columbia College of Teachers: An obituary. *Historical Studies in Education / Revue d'histoire de l'éducation*. <https://doi.org/10.32316/hse/rhe.v25i2.4310>

- Global Affairs Canada. (2019). *Building on success: International education strategy 2019–2024*. Government of Canada. <https://www.international.gc.ca/education/assets/pdfs/ies-sei/Building-on-Success-International-Education-Strategy-2019-2024.pdf>
- Goode, E., Roche, T., Wilson, E., Zhang, J., & McKenzie, J. W. (2024). The success, satisfaction and experiences of international students in an immersive block model. *Journal of University Teaching and Learning Practice*, 21(2). <https://doi.org/10.53761/1.21.2.08>
- Gopal, A. (2016). Visa and immigration trends: A comparative examination of international student mobility in Canada, Australia, the United Kingdom, and the United States. *Strategic Enrollment Management Quarterly*, 4(3), 130–141. <https://doi.org/10.1002/sem3.20091>
- Gould, E. (2003). *The university in a corporate culture*. Yale University Press.
- Government of Canada. (n.d.). *Study in Canada as an international student*. Retrieved July 23, 2024, from <https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada.html>
- Government of Canada. (2022, October 3). *Study and stay program*. Retrieved November 22, 2024, from https://www.canada.ca/en/atlantic-canada-opportunities/news/2018/02/study_and_stay_program.html
- Government of Canada. (2023, April 5). *Temporary residents: Dual intent*. Retrieved September 8, 2024, from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/temporary-residents/visitors/dual-intent-applicants.html>
- Government of Canada. (2024a, January 22). *Canada to stabilize growth and decrease number of new international student permits issued to approximately 360,000 for 2024*. Retrieved June 20, 2024, from <https://www.canada.ca/en/immigration-refugees-citizenship/news/2024/01/canada-to-stabilize-growth-and-decrease-number-of-new-international-student-permits-issued-to-approximately-360000-for-2024.html>
- Government of Canada. (2024b, February 7). *CIMM – Preventing bad actors in the international student program – February 7, 2024*. Retrieved June 23, 2024, from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/cimm-feb-7-2024/preventing-bad-actors-international-student-program.html>
- Government of Canada. (2024c, September 11). *Domestic and international student headcount by economic development region and institution* [Data set]. https://catalogue.data.gov.bc.ca/dataset/ace77db4-1f4f-4db1-91bf-9cf8475d9dfc/resource/e05a7642-ca17-4d2f-81d8-d82b204dfb16/download/h1_domestic_and_international_student_headcount_by_economic_development_region_and_institution.csv
- Government of Canada. (2024d, September 18). *Strengthening temporary residence programs for sustainable volumes*. Retrieved September 18, 2024, from <https://www.canada.ca/en/immigration-refugees-citizenship/news/2024/09/strengthening-temporary-residence-programs-for-sustainable-volumes.html>
- Gribble, C., Rahimi, M., & Blackmore, J. (2017). International students and post-study employment: The impact of university and host community engagement on the employment outcomes of international students in Australia. In L. T. Tran & C. Gomes (Eds.), *International student connectedness and identity: Transnational perspectives* (pp. 15–39). Springer. https://doi.org/10.1007/978-981-10-2601-0_2

- Guo, Y., & Guo, S. (2017). Internationalization of Canadian higher education: Discrepancies between policies and international student experiences. *Studies in Higher Education*, 42(5), 851–868. <https://doi.org/10.1080/03075079.2017.1293874>
- Hacker, N., & Bellmore, E. N. (2020). “The Trump effect”: how does it impact international student enrollment in US colleges? *Journal of Critical Thought & Praxis*, 10(1), 1–11. <https://doi.org/10.31274/jctp.11588>
- Hansen, M. (2024). The market for corporate embedded colleges in England: a history in three stages. *Globalisation, Societies and Education*, pp. 1–13. <https://doi.org/10.1080/14767724.2024.2341096>
- Haisley, P., Grandorff, C., Agbonlahor, O., Mendez, S., & Hansen, M. (2021). Why study abroad: Differences in motivation between US and international students. *Journal of Global Education and Research*, 5(2), 185–201. <https://doi.org/10.5038/2577-509X.5.2.1146>
- Harvey, D. (2005). *A brief history of neoliberalism*. Oxford University Press.
- Harvey, L., McCormick, B., & Vanden, K. (2019). Becoming at the boundaries of language: Dramatic enquiry for intercultural learning in UK higher education. *Language and Intercultural Communication*, 19(6), 451–470. <https://doi.org/10.1080/14708477.2019.1586912>
- Hegarty, N. (2014). Where we are now –The presence and importance of international students to universities in the United States. *Journal of International Students*, 4(3), 223–235. <http://files.eric.ed.gov/fulltext/EJ1054975.pdf>
- Helms, R. M., & Brajkovic, L. (2017). *Mapping internationalization on U.S. campuses: 2017 Edition*. American Council on Education. <https://www.acenet.edu/Documents/Mapping-Internationalization-2017.pdf>
- Holzner, B., & Greenwood, B. (1995). The institutional policy contexts for international higher education in the United States of America. In H. de Wit (Ed.), *Strategies for Internationalisation of Higher Education, a Comparative Study of Australia, Canada, Europe and the United States of America* (pp.33–65). European Association for International Education.
- Hser, M. P. (2005). Campus internationalization: A study of American universities’ internationalization efforts. *International Education*, 35(1), 35–48.
- Htica. (2023, July 11). 加拿大教育学硕士申请 [Application of Canadian Master of Education]. Hti-ca. Retrieved October 1, 2024, from <https://www.hti-ca.com/article1177.html>
- Huang, F., Crăciun, D., & de Wit, H. (2022). Internationalization of higher education in a post-pandemic world: Challenges and responses. *Higher Education Quarterly*, 76(2), 1–10. <https://doi.org/10.1111/hequ.12392>
- Huang, I. Y., Raimo, V. & Humfrey, C. (2016). Power and control: Managing agents for international student recruitment in higher education. *Studies in Higher Education*, 41(8), 1333–1354. <https://doi.org/10.1080/03075079.2014.968543>
- Hudzik, J. K. (2011). *Comprehensive internationalization: from concept to action*. NAFSA: Association of International Educators. <http://hdl.voced.edu.au/10707/299464>
- Hudzik, J. K. (2014). *Comprehensive internationalization: Institutional pathways to success*. Routledge.
- Hulme, M., Thomson, A., Hulme, R., & Doughty, G. (2014). Trading places: The role of agents in international student recruitment from Africa. *Journal of Further and Higher Education*, 38(5), 674–689. <https://doi.org/10.1080/0309877X.2013.778965>

- Hunter, F. (2018). Training administrative staff to become key players in the internationalization of higher education. *International Higher Education*, (92), 16–17. <https://doi.org/10.6017/ihe.2018.92.10280>
- Hunter, F., McAllister-Grande, B., Proctor, D., & Wit, H. de. (2022). The evolving definitions of internationalization: A question of values. In D. K. Deardorff, H. de Wit, B. Leask, & H. Charles (Eds.), *The handbook of international higher education* (2nd ed., pp. 53–74). Routledge.
- Ilieva, R. (2010). Non-native English-speaking teachers' negotiations of program discourses in their construction of professional identities within a TESOL program. *The Canadian Modern Language Review*, 66(3), 343–369. <https://doi.org/10.3138/cmlr.66.3.343>
- Ilieva, R., Beck, K., & Waterstone, B. (2014). Towards sustainable internationalisation of higher education. *Higher Education*, 68(6), 875–889. <https://doi.org/10.1007/s10734-014-9749-6>
- Ilieva, R., Li, A., & Li, W. (2015). Negotiating TESOL programs and EFL teaching contexts in China: Identities and practices of international graduates of a TESOL program. *Comparative and International Education*, 44(2). Article 3.
- Ilieva, R., & Ravindran, A. (2018). Agency in the making: Experiences of international graduates of a TESOL program. *System*, 79, 7–18. <https://doi.org/10.1016/j.system.2018.04.014>
- Ilieva, R., & Waterstone, B. (2013). Curriculum discourses within a TESOL program for international students: Affording possibilities for academic and professional identities. *Transnational Curriculum Inquiry* 10(1), 16–37. <https://doi.org/10.14288/tci.v10i1.183929>
- New South Wales Independent Commission Against Corruption. (2015). *Learning the hard way: Managing corruption risks associated with international students at universities in NSW*. https://www.abc.net.au/reslib/201504/r1414622_20289958.pdf
- Institute of International Education. (n.d.). *Enrollment Trends*. Retrieved January 16, 2023, from <https://opendoorsdata.org/data/international-students/enrollment-trends/>
- Institute of International Education. (2020). *A quick look at global mobility trends*. <https://iie.widen.net/s/g2bqxkwqv/project-atlas-infographics-2020>
- International Centre for English for Academic Preparation. (2024, April). *Pathway*. Retrieved July 16, 2024, from <https://iceap.ca/programs/pathway/>
- Immigration, Refugees and Citizenship Canada. (2023, December 31). *Temporary residents: Study permit holders – Monthly IRCC updates - Canada - Study permit holders on December 31st by province/territory and study level* [Data set]. https://www.ircc.canada.ca/opendata-donneesouvertes/data/EN_ODP_annual-TR-Study-IS_PT_study_level_year_end.xlsx
- Immigration, Refugees and Citizenship Canada. (2024, September 30). *Canada – Study permit holders by country of citizenship and year in which permit(s) became effective, January 2015 - September 2024* [Data set]. https://www.ircc.canada.ca/opendata-donneesouvertes/data/EN_ODP-TR-Study-IS_CITZ_sign_date.xlsx
- Itoi, K. (2019). *Academic discourse socialization of culturally and academically diverse students: Exploring legitimacy of (non)oral participation in an international graduate program* [Unpublished master's thesis]. Simon Fraser University.
- James, M. (2018). A comparative study of international recruitment – tensions and opportunities in institutional recruitment practice. *Journal of Marketing for Higher Education*, 28(2), 247–265. <https://doi.org/10.1080/08841241.2018.1471014>

- James, M. (2022). International student recruitment during the pandemic: The unique perspective of recruiters from small to medium-sized higher education institutions. *Higher Education Policy*, 36, 510–528. <https://doi.org/10.1057/s41307-022-00271-3>
- James, M. A., & Derrick, G. E. (2019). When “culture trumps strategy”: higher education institutional strategic plans and their influence on international student recruitment practice. *Higher Education*, 79, 569–588. <https://doi.org/10.1007/s10734-019-00424-1>
- Jin, L., & Schneider, J. (2019). Faculty views on international students: A survey study. *Journal of International Students*, 9(1), 84–96. <https://doi.org/10.32674/jis.v9i1.268>
- Jogunola, O., & Varis, K. (2018). The evaluation of internationalization strategies of Finnish universities: A case study of two universities in Finland. *Journal of Higher Education Theory and Practice*, 18(6), 95–109. <https://doi.org/10.33423/jhetp.v18i6.152>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, 7(4), 396–403. <https://doi.org/10.9734/BJAST/2015/14975>
- Juneau, T. (2019). A surprising spat: The causes and consequences of the Saudi–Canadian Dispute. *International Journal*, 74(2), 313–323. <https://doi.org/10.1177/0020702019855347>
- Jung, H. (2023). *Fall 2023 international student report*. Retrieved December 22, 2024, from https://www.sfu.ca/content/dam/sfu/irp/students/visa_report/visa_rpt.1237.pdf
- Kapfudzaruwa, F. (2024). Internationalization of higher education and emerging national rationales: Comparative analysis of the global north and south. *Higher Education Policy*, (2024). <https://doi.org/10.1057/s41307-024-00358-z>
- Karaagac, E. A., Worth, N., Malhas, S., & Gajewski, M. (2024). *Making a home in Canada: Learning from international student families*. https://static1.squarespace.com/static/638e2e68336f93385ba765b5/t/66a40a0c46a52e26f431ca26/1722026508703/Making_Home_Canada_Report.pdf
- Kauppinen, I., Mathies, C., & Weimer L. (2014). Developing a conceptual model to study the international student market. In B. Cantwell, & I. Kauppinen (Eds.), *Academic capitalism in the age of globalization* (pp. 246–264). Johns Hopkins University Press.
- Kerekes, J. A. (2022). Training for settlement organizations, ESL students, and graduate education: A collaborative approach. In J. Blanchet, N. Carignan, M. Deraîche, & M. Guillot (Eds.), *Intercultural twinnings: Commitment for a pluralistic society* (pp. 283–301). Brill Sense Publishers.
- Kerr, C. (1991). International learning and national purposes in higher education. *American Behavioral Scientist*, 35(1), 17–42. <https://doi.org/10.1177/0002764291035001003>
- Keung, N. (2024, February 14). The Ontario college with the most international students comes out swinging against Canada’s reforms. *Toronto Star*. Retrieved June 23, 2024 from https://www.thestar.com/news/canada/the-ontario-college-with-the-most-international-students-comes-out-swinging-against-canadas-reforms/article_8a42aa26-ca9d-11ee-880d-3f96d062fbca.html
- Kirk, S. H., Newstead, C., & Gann, R. (2018). Empowerment and ownership in effective internationalisation of the higher education curriculum. *Higher Education*, 76, 989–1005. <https://doi.org/10.1007/s10734-018-0246-1>
- Kirp, D. L. (2003). *Shakespeare, Einstein, and the bottom line: The marketing of higher education*. Harvard University Press.

- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 26–41. <https://doi.org/10.5430/ijhe.v6n5p26>
- Knight, J. (1994). *Internationalization: Elements and checkpoints*. Canadian Bureau for International Education. <http://files.eric.ed.gov/fulltext/ED549823.pdf>
- Knight, J. (2003). Updated definition of internationalization. *International Higher Education*, (33), 2–3. <https://doi.org/10.6017/ihe.2003.33.7391>
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5–31. <https://doi.org/10.1177/1028315303260832>
- Knight, J. (2013). The changing landscape of higher education internationalisation – for better or worse? *Perspectives: Policy and Practice in Higher Education*, 17(3), 84–90. <https://doi.org/10.1080/13603108.2012.753957>
- Knight, J. (2017). The international university: Models and muddles. In R. Barnett, and M. A. Peters (Eds.), *The idea of the university volume 2: Contemporary perspectives* (pp. 99–119). Peter Lang.
- Knight, J. (2021). Higher education internationalization: Concepts, rationales, and frameworks. *REDALINT Journal. University, Internationalization and Regional Integration*, 1(1), 65–88. <http://revele.uncoma.edu.ar/index.php/redalint/article/view/3090>
- Knight, J., & de Wit, H. (2018). Internationalization of higher education: Past and future. *International Higher Education*, (95), 2–4. <https://doi.org/10.6017/ihe.2018.95.10715>
- Laws, K. N., & Ammigan, R. (2020). International students in the Trump Era. *Journal of International Students*, 3, pp. xviii–xxii. <https://doi.org/10.32674/jis.v10i3.2001>
- Legusov, O., Jafar, H., & Bégin-Caouette, O. (2023). International students at Canadian colleges: Emerging trends. *Journal of International Students*, 13(3), 254–279. <https://doi.org/10.32674/jis.v13i3.5019>
- Li, X., DiPetta, T., & Woloshyn, V. (2012). Why do Chinese study for a Master of Education Degree in Canada? What are their experiences? *Canadian Journal of Education*, 35(3), 149–163. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1076>
- Li, X., & Tierney, P. (2013) Internationalization in Canadian higher education: Experiences of international students in a master's program. *Canadian and International Education*, 42(2). Article 5. <https://doi.org/10.5206/cie-eci.v42i2.9230>
- Li, Y., & Hu, G. (2018). Supporting students' assignment writing: What lecturers do in a Master of Education programme. *Assessment & Evaluation in Higher Education*, 43(1), 1–13. <https://doi.org/10.1080/02602938.2016.1274017>
- Li, Z., Makarova, V., & Wang, Z. (2023). Assessment of academic ESL writing in an online tutorial for graduate students. *Proceedings of the 22nd European Conference on e-Learning, South Africa*, 22(1), 165–173. <https://doi.org/10.34190/ecel.22.1.1827>
- Liu, T. (2016). *Learning experience of Chinese international students in Master of Education program at a mid-sized Ontario university* [Unpublished master's thesis]. University of Windsor.
- Lomer, S. (2017). Income: An Economic rationale and international students as economic contributors. In S. Lomer (Ed.), *Recruiting international students in higher education: Representations and rationales in British policy* (pp. 163–198). Springer International. https://doi.org/10.1007/978-3-319-51073-6_7

- Lomer, S., & Yang, Y. (2022). The economics, ethics and discourse of recruiting international students. In I. Bruce & B. Bond (Eds.), *Contextualizing English for academic purposes in higher education: Politics, policies and practices* (pp. 45–67). Bloomsbury Academic. <https://doi.org/10.5040/9781350230484>
- Luke, A. (2010). Educating the other: Standpoint and the ‘internationalisation’ of higher education. In E. Unterhalter, & V. Carpentier (Eds.), *Global inequalities in higher education: Whose interests are we serving* (pp. 43–65). Palgrave Macmillan.
- MacDonald, J. J. (2022). The differing discursive constructions of EAP within the university: Contrasting institutional and language centre perspectives. In I. Bruce & B. Bond, *Contextualizing English for academic purposes in higher education* (pp.131–147). Bloomsbury Academic.
- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research*, 16. <https://www.iier.org.au/iier16/mackenzie.html>
- Mandzuk, D., Clausen, K., & Van Nuland, S. (2024). Initial teacher education in Canada: What the past 50 years have taught us about influence and impact. *Journal of Education for Teaching*, 50(5), 748–765. <https://doi.org/10.1080/02607476.2024.2413170>
- Marginson, S. (2011). Higher education and public good. *Higher Education Quarterly*, 65(4), 411–433. <https://doi.org/10.1111/j.1468-2273.2011.00496.x>
- Maringe, F., Foskett, N., & Woodfield, S. (2013). Emerging internationalisation models in an uneven global terrain: Findings from a global survey. *Compare: A Journal of Comparative and International Education*, 43(1), 9–36. <https://doi.org/10.1080/03057925.2013.746548>
- Marinoni, G., & Cardona, S. B. P. (2024). *Internationalization of higher education: Current trends and future scenarios*. International Association of Universities (IAU). Retrieved November 22, 2024, from https://www.iau-aiu.net/IMG/pdf/2024_internationalization_survey_-_executive_summary.pdf
- Marom, L. (2022). Market mechanisms' distortions of higher education: Punjabi international students in Canada. *Higher Education*, 85(8), 123–140. <http://dx.doi.org/10.1007/s10734-022-00825-9>
- Maschmann, E. (2018). *At what cost? A study of Canada's first public-private postsecondary matriculation pathways partnership* [Unpublished master's thesis]. The University of British Columbia.
- Matei, L., Iwinska, J., & Crăciun, D. (2015). Patterns of funding internationalisation of higher education. A conceptual framework for the study of internationalisation. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The European higher education area: Between critical reflections and future policies* (pp. 205–219). Springer International Publishing. https://doi.org/10.1007/978-3-319-20877-0_14
- Matte, E. (2024). UVic cuts budget by \$13M citing declining international student enrolment. *Victoria News*. <https://www.vicnews.com/local-news/uvic-cuts-budget-by-13m-citing-declining-international-student-enrolment-7317393>
- McCartney, D. M., & Metcalfe, A. S. (2018). Corporatization of higher education through internationalization: The emergence of pathway colleges in Canada. *Tertiary Education and Management*, 24(3), 206–220. <https://doi.org/10.1080/13583883.2018.1439997>
- McCartney, D. M., Metcalfe, A. S., Blanco, G. L., & Kumari, R. (2024). To learn but not live together? The early history of the University of British Columbia’s International House. *History of Education Quarterly*, 64(3), 270–292. <https://doi.org/10.1017/heq.2024.10>

- McGinty, J. (2024, August 7). Conestoga College defends itself over 'one-time' \$252-million surplus. *The Trillium*. Retrieved November 21, 2024, from <https://www.thetrillium.ca/municipalities-newsletter/conestoga-college-defends-itself-over-one-time-252-million-surplus-9321923#:~:text=According%20to%20financial%20records%20released,advantage%20of%20a%20broken%20system>
- McGregor, A., & Hunter, B. (2021). Internationalization in Ontario colleges: Patterns and policies. *Journal of Educational Informatics*, 2(1), 35–50. <https://doi.org/10.51357/jei.v2i1.134>
- Metcalfe, A. S. (2010). Revisiting academic capitalism in Canada: No longer the exception. *The Journal of Higher Education*, 81(4), 489–514. <https://www.jstor.org/stable/40835663>
- Mittelmeier, J., & Zhang, B. (2022). The ideologies and practices of internationalization within universities. In I. Bruce & B. Bond (Eds.), *Contextualizing English for academic purposes in higher education* (pp. 27–43). Bloomsbury Academic. <https://durham-repository.worktribe.com/output/2864399>
- Montsion, J. M., Kim, A. H., & Buckner, E. (2023). Conclusion: Building on success from the bottom-up? Institutional challenges, racialized experiences, and opportunities for further Research. In A. Kim, E. Buckner, & J. M. Montsion (Eds.), *International students from Asia in Canadian universities* (1st ed., pp. 243–253). Routledge.
- Morgan, D. L. (2014). Pragmatism as a paradigm for social research. *Qualitative Inquiry*, 20(8), 1045–1053. <https://doi.org/10.1177/1077800413513733>
- Murnaghan, D., & Milovick, M. (2022, April 1). *2022/23 Consolidated budget presentation*. Thompson Rivers University. https://www.tru.ca/_shared/assets/2022-2023_Budget55217.pdf
- Navitas Canada. (n.d.). *Simon Fraser University*. Retrieved July 23, 2024, from <https://canada.navitas.com/university-partnerships/simon-fraser-university/>
- Netierman, E., Harrison, L., Freeman, A., Shoyele, G., Esses, V., & Covell, C. (2022). Should I stay or should I go? International students' decision-making about staying in Canada. *Journal of International Migration and Integration*, 23(1), 43–60. <https://doi.org/10.1007/s12134-021-00825-1>
- Newman, J. H. C. (1992). *The idea of a university*. Notre Dame Press.
- O'Connor, S. (2017). Problematizing strategic internationalisation: Tensions and conflicts between international student recruitment and integration policy in Ireland. *Globalisation, Societies and Education*, 16(3), 339–352. <https://doi.org/10.1080/14767724.2017.1413979>
- Oleksiyenko, A., Cheng, K. M., & Yip, H. K. (2013). International student mobility in Hong Kong: Private good, public good, or trade in services? *Studies in Higher Education*, 38(7), 1079–1101. <https://doi.org/10.1080/03075079.2011.630726>
- Ontario Ministry of Colleges and Universities. (2023, April 19). *College enrolment headcount 2022-23* [Data set]. https://data.ontario.ca/dataset/e9634682-b9dc-46a6-99b4-e17c86e00190/resource/07fdeefd-fe44-4df8-bd7d-5419a79f90ec/download/college_enrolment_headcount_2022-23.xlsx
- Ontario Tech University. (n.d.). *Education (Master of Education)*. Retrieved November 25, 2024, from <https://ontariotechu.ca/programs/graduate/education/master-of-education/index.php>

- Orim, S., & Glendinning, I. (2023). Corruption in admissions, recruitment, qualifications and credentials: From research into quality assurance. In S. E. Eaton, J. J. Carmichael, & H. Pethrick (Eds.), *Fake degrees and fraudulent credentials in higher education* (pp. 133–152). Springer. https://doi.org/10.1007/978-3-031-21796-8_6
- Page, A. G., & Chahboun, S. (2019). Emerging empowerment of international students: How international student literature has shifted to include the students' voice. *Higher Education*, 78, 871–885. <https://doi.org/10.1007/s10734-019-00375-7>
- Pashby, K., & de Oliveira Andreotti, V. (2016). Ethical internationalisation in higher education: interfaces with international development and sustainability. *Environmental Education Research*, 22(6), 771–787. <https://doi.org/10.1080/13504622.2016.1201789>
- Patton, M. (2014). *Qualitative research and evaluation methods* (4th ed.). Sage.
- Pearson, W. S. (2020). The effectiveness of pre-sessional EAP programmes in UK higher education: A review of the evidence. *Review of Education*, 8(2), 420–447. <https://doi.org/10.1002/rev3.3191>
- Perez-Encinas, A. (2018). A collaborative approach in the internationalisation cycle of higher education institutions. In A. Curaj, L. Deca, & R. Pricopie (Eds.), *European higher education area: The impact of past and future policies* (pp. 107–118). Springer International Publishing. https://doi.org/10.1007/978-3-319-77407-7_8
- Philpott, R., & Ilieva, R. (2024). Cultivating teacher identity in a graduate program: A holistic approach. *RELC Journal*, pp. 1–17. <https://doi.org/10.1177/00336882241269570>
- Portnoi, L. M., Rust, V. D., & Bagley, S. S. (2010). *Higher education, policy, and the global competition phenomenon*. Palgrave Macmillan.
- Powell, W. W., & Snellman, K. (2004). The knowledge economy. *The Annual Review of Sociology*, 30, 199–220. <https://doi.org/10.1146/annurev.soc.29.010202.100037>
- Preston, J. P., & Wang, A. (2017). The academic and personal experiences of Mainland Chinese students enrolled in a Canadian Master of Education program. *International Journal of Comparative Education and Development*, 19(4), 177–192. <https://doi.org/10.1108/IJCED-05-2017-0006>
- Prince Edward Island. (n.d.). *Apply for PEI health card: New residents*. <https://www.princeedwardisland.ca/en/service/apply-for-pei-health-card-new-residents>
- Productivity Commission. (2015, April 30). *International education services*. Commonwealth of Australia. Retrieved December 22, 2024, from <https://www.pc.gov.au/research/completed/international-education/international-education.pdf>
- PwC Canada. (2017, January). *Fiscal sustainability of Ontario colleges*. <https://cdn.agilitycms.com/colleges-ontario/documents-library/document-files/2017%20Jan%20-%20Fiscal%20Sustainability%20of%20Ontario%20Colleges.pdf>
- Qiang, Z. (2003). Internationalization of higher education: Towards a conceptual framework. *Policy Futures in Education*, 1(2), 248–270. <https://doi.org/10.2304/pfie.2003.1.2.5>
- Rahi, S. (2017). Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Management Sciences*, 6(2), 1–5. <http://dx.doi.org/10.4172/2162-6359.1000403>
- Ramaswamy, M., Marciniuk, D. D., Csonka, V., Colò, L., & Saso, L. (2021). Reimagining internationalization in higher education through the United Nations Sustainable Development Goals for the betterment of society. *Journal of Studies in International Education*, 25(4), 388–406. <https://doi.org/10.1177/10283153211031046>

- Rea, L. M., & Parker, R. A. (2014). *Designing and conducting survey research: A comprehensive guide* (4th ed.). Jossey-Bass.
- Reisberg, L., & Altbach, P. G. (2023). The risky terrain of outsourcing recruitment: Ethics versus expediency. In P. T. Nikula, V. Raimo, & E. West (Eds.). *Student recruitment agents in international higher education: A multi-stakeholder perspective on challenges and best practices* (1st ed.). Routledge. <https://doi.org/10.4324/9781003230083>
- Rhoades, G., Castiello-Gutierrez, S., Lee, J. J., Marei, M. S., & O'Toole, L. C. (2020). Marketing to international students: Presentation of university self in geopolitical space. *The Review of Higher Education*, 43(2), 519–551. <https://doi.org/10.1353/rhe.2019.0109>
- Robinson-Pant, A., & Magyar, A. (2018). The recruitment agent in internationalized higher education: Commercial broker and cultural mediator. *Journal of Studies in International Education*, 22(3), 225–241. <https://doi.org/10.1177/1028315318762485>
- Rogers, B. (2019). Towards cognitive justice in higher education: Rethinking the teaching of educational leadership with international students. *Studies in Continuing Education*, 41(3), 347–362. <https://doi.org/10.1080/0158037X.2018.1520209>
- Roy, M. (2017, June 6). Decoding international students' experiences with education agents: Insights for US institutions. *World Education News + Reviews*. <https://wenr.wes.org/2017/06/decodinginternational-students-experiences-with-education-agents-insights-for-u-s-institutions>
- Roy, M., Lu, Z., & Loo, B. (2016, October). Improving the international student experience: Implications for recruitment and support. World Education Services. Retrieved November 7, 2024, from <https://knowledge.wes.org/rs/317-CTM-316/images/08%20-%20Improving%20Experience%20-%20vFINAL.pdf>
- Salyers, V., Carston, C. S., Dean, Y., & London, C. (2015). Exploring the motivations, expectations, and experiences of students who study in global settings. *Journal of International Students*, 5(4), 368–382. <https://doi.org/10.32674/jis.v5i4.401>
- Sandstrom, A. (2024, March 26). Immigration minister criticizes Conestoga for international student strategy. *CTV News*. Retrieved November 21, 2024, from <https://kitchener.ctvnews.ca/immigration-minister-criticizes-conestoga-for-international-student-strategy-1.6823108>
- Schoch, K. (2020). Case study research. In G. J. Burkholder, K. A. Cox, L. M. Crawford, & J. H. Hitchcock (Eds.), *Research design and methods: An applied guide for the scholar-practitioner* (pp. 245–258). Sage. https://us.sagepub.com/sites/default/files/upm-assets/105275_book_item_105275.pdf
- Schwandt, T. A. (2007). *The sage dictionary of qualitative inquiry* (3rd ed.). Sage.
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9–16. <http://dx.doi.org/10.5539/elt.v5n9p9>
- Scott, P. (1998). Massification, internationalization and globalization. In P. Scott (Ed.), *The globalization of higher education* (pp. 108–129). Open University Press.
- Seeber, M., Cattaneo, M., Huisman, J., & Paleari, S. (2016). Why do higher education institutions internationalize? An investigation of the multilevel determinants of internationalization rationales. *Higher Education*, 72, 685–702. <https://doi.org/10.1007/s10734-015-9971-x>

- Sharma, B. (2020). International education as a human resource strategy: 'A citizen model' for Canadian immigration policy. In M. Tamtik, R. D. Trilokekar, & G. A. Jones (Eds.), *International education as public policy in Canada* (pp. 69–89). McGill-Queen's University Press. <https://doi.org/10.1515/9780228003106-006>
- Shetty, A. (2024, August 2). Conestoga College defends \$252M surplus saying it's 'a one-time occurrence'. *CBC News*. Retrieved November 24, 2024, from <https://www.cbc.ca/news/canada/kitchener-waterloo/conestoga-college-surplus-international-students-1.7283689>
- Sierra-Huedo, M. L., & Nevado-Llopis, A. (2022). Promoting the development of intercultural competence in higher education through intercultural learning interventions. *Revista Electrónica Educare*, 26(2), 1–21. <https://doi.org/10.15359/ree.26-2.28>
- Simon Fraser University Faculty of Education. (n.d.-a). *MEd in Teaching Languages in Global Contexts: Application & tuition*. Retrieved November 9, 2024, from <https://www.sfu.ca/education/programs/graduate-studies/masters/tlgc/application-tuition.html>
- Simon Fraser University Faculty of Education. (n.d.-b). *MEd in Teaching Languages in Global Contexts*. Retrieved November 9, 2024, from <https://www.sfu.ca/education/programs/graduate-studies/masters/tlgc.html>
- Simon Fraser University Faculty of Education. (2024, February 23). *International Strategy 2019-2024*. Wayback Machine – Internet Archive. Retrieved November 9, 2024, from <https://web.archive.org/web/20240223095156/https://www.sfu.ca/content/dam/sfu/education/CommunityEngagement/InternationalEducation/SFU%20FoE%20International%20Strategy%202019-2024.pdf>
- Simon Fraser University Finance. (n.d.-a). *Budget and financial plan 2018-19*. <https://web.archive.org/web/20240524013306/https://www.sfu.ca/content/dam/sfu/finance/publications-news/publications/annualreport/2018%20Annual%20Financial%20Report.pdf>
- Simon Fraser University Finance. (n.d.-b). *Budget and financial plan 2019-20*. <https://web.archive.org/web/20240524012000/https://www.sfu.ca/content/dam/sfu/finance/publications-news/publications/annualreport/2019%20Annual%20Financial%20Report.pdf>
- Simon Fraser University Finance. (n.d.-c). *Budget and financial plan 2020-21*. <https://web.archive.org/web/20240524012000/https://www.sfu.ca/content/dam/sfu/finance/publications-news/publications/annualreport/2020%20Annual%20Financial%20Report.pdf>
- Simon Fraser University Finance. (n.d.-d). *Budget and financial plan 2021-22*. <https://web.archive.org/web/20240524012000/https://www.sfu.ca/content/dam/sfu/finance/publications-news/publications/annualreport/2021%20Annual%20Financial%20Report.pdf>
- Simon Fraser University Finance. (n.d.-e). *Budget and financial plan 2022-23*. <https://web.archive.org/web/20240524012000/https://www.sfu.ca/content/dam/sfu/finance/publications-news/publications/annualreport/2022%20Annual%20Financial%20Report.pdf>
- Simon Fraser University Finance. (n.d.-f). *Budget and financial plan 2023-24*. <https://www.sfu.ca/content/dam/sfu/finance/publications-news/publications/budgetbook/Budget%20Book%202023-2024.pdf>

- Simon Fraser University Finance. (n.d.-g). *Budget and financial plan 2024-25*.
https://www.sfu.ca/content/dam/sfu/finance/publications-news/publications/budgetbook/2024-25%20SFU%20Budget_Final%20Apr%2012.pdf
- Simon Fraser University Institutional Research and Planning. (2023, December 2). *International students by faculty*. Wayback Machine—Internet Archive. Retrieved November 9, 2024, from
<https://web.archive.org/web/20231202150037/https://www.sfu.ca/content/dam/sfu/irp/students/documents/ST25.db.xlsx>
- Simon Fraser University International. (2023, March). *SDG Framework for global engagement*.
https://www.sfu.ca/content/dam/sfu/sustainable-development-goals/Reports/SFU_SDG-Framework_2023.pdf
- Slaughter, S., & Cantwell, B. (2012). Transatlantic moves to the market: The United States and the European Union. *Higher Education*, 63, 583–606. <https://doi.org/10.1007/s10734-011-9460-9>
- Slaughter, S., & Leslie, L. L. (1997). *Academic capitalism: Politics, policies, and the entrepreneurial university*. The Johns Hopkins University Press.
- Soler, M. C., Kim, J. H., & Cecil, B. G. (2022). *Mapping internationalization on U.S. campuses: 2022 edition*. American Council on Education.
<https://www.acenet.edu/Documents/Mapping-Internationalization-2022.pdf>
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Stake, R. E. (2006). *Multiple case study analysis*. The Guilford Press.
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press.
- Statistics Canada. (2010, December 13). *Definition of "international students"*.
<https://www150.statcan.gc.ca/n1/pub/81-004-x/2010005/def/intlstudent-etudiantetranger-eng.htm>
- Stein, S. (2021). Critical internationalization studies at an impasse: Making space for complexity, uncertainty, and complicity in a time of global challenges. *Studies in Higher Education*, 46(9), 1771–1784. <https://doi.org/10.1080/03075079.2019.1704722>
- Stein, S., & de Andreotti, V. O. (2016). Cash, competition, or charity: International students and the global imaginary. *Higher Education: The International Journal of Higher Education Research*, 72(2), 225–239. <https://doi.org/10.1007/s10734-015-9949-8>
- Stier, J. (2004). Taking a critical stance toward internationalization ideologies in higher education: Idealism, instrumentalism and educationalism. *Globalisation, Societies and Education*, 2(1), 83–97. <https://doi.org/10.1080/1476772042000177069>
- Studypei. (n.d.). *About the Study & Stay PEI Program*. <https://studypei.ca/>
- Tamtik, M. (2022). Selling out the public university? Administrative sensemaking strategies for internationalization via private pathway colleges in Canadian higher education. *Journal of Studies in International Education*, 28(2), 1–18.
<https://doi.org/10.1177/10283153221137687>
- Tarc, P. (2019). Internationalization of education as an emerging field? A framing of international education for cross-domain analyses. *Policy Futures in Education*, 17(6), 732–744. <https://doi.org/10.1177/1478210318824254>
- Tasker, J. P. (2024, May 3). A timeline of Canada-India tensions — from 2018 to the latest arrests. *CBC News*. Retrieved September 30, 2024, from
<https://www.cbc.ca/news/politics/timeline-canada-india-tensions-arrests-1.7193238>

- Taskoh, A. K. (2020). Internationalization in Canadian higher education institutions: Ontario. *Higher Education for the Future*, 7(2), 1–21. <https://doi.org/10.1177/2347631120930538>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's Alpha. *International Journal of Medical Education*, 2, 53–55. <http://dx.doi.org/10.5116/ijme.4dfb.8dfd>
- Tavares, V. (2024). Feeling excluded: international students experience equity, diversity and inclusion. *International Journal of Inclusive Education*, 28(8), 1551–1568. <https://doi.org/10.1080/13603116.2021.2008536>
- Teclaw, R., Price, M. C., Osatuke, K. (2012). Demographic question placement: Effect on item response rates and means of a veterans health administration survey. *Journal of business and Psychology*, 27(3), 281–290. <https://doi.org/10.1007/s10869-011-9249-y>
- Teichler, U. (2004). The changing debate on internationalisation of higher education. *Higher Education*, 48(1), 5–26. <https://doi.org/10.1023/B:HIGH.0000033771.69078.41>
- Thanabalasingam, S., & El Baba, Y. (2019). *Canada's population boom: An international student story*. TD Economics. Retrieved November 14, 2022, from <https://economics.td.com/domains/economics.td.com/documents/reports/st/CanadaPopulationBoom.pdf>
- The Conestoga College Institute of Technology and Advanced Learning. (2016). *Financial statements*. Retrieved June 23, 2024, from <https://www-assets.conestogac.on.ca/documents/www/about/college-reports/2015-16-financial-statements.pdf>
- The Conestoga College Institute of Technology and Advanced Learning. (2023). *Consolidated financial statements*. Retrieved June 23, 2024, from https://www-assets.conestogac.on.ca/documents/www/about/college-reports/2022-23-financial-statements.pdf?_gl=1*svmif0*_gcl_au*OTU1NjMzOTAxLjE3MTkxNjA2MjM.*_ga*OTI0MTg1MjU3LjE3MTkxNjA2MjM.*_ga_RN8C0HR85Y*MTcxOTE2MDYyMy4xLjEuMTcxOTE2ODMxNC42MC4wLjExMTUwMjExMDg.
- Thomas, G. (2015). *How to do your case study*. Sage.
- Thompson Rivers University. (n.d.-a). *2022 Fall convocation*.
- Thompson Rivers University. (n.d.-b). *2023 Spring convocation*. http://www.tru.ca/_shared/assets/Spring_2023_Convocation_Program57977.pdf
- Thompson Rivers University. (n.d.-c). *TRU's vision statement*. Retrieved August 28, 2024, from <https://www.tru.ca/about/tru-mission-statement/envision.html>
- Thompson Rivers University. (n.d.-d). *Master of Education*. Retrieved November 9, 2024, from <https://www.tru.ca/programs/catalogue/master-of-education.html>
- Thompson Rivers University. (2018, October 5). *Budget 2019/20: Context for the FY 2019/20 budget*. Retrieved August 4, 2024, from https://www.tru.ca/_shared/assets/19_20_budget_context_presentation44393.pdf
- Thompson Rivers University. (2024, April 14). *Master of Education*. Wayback Machine—Internet Archive. Retrieved November 9, 2024, from <https://web.archive.org/web/20240414202934/https://www.tru.ca/programs/catalogue/master-of-education.html>
- Thompson Rivers University Financial Services. (2018). *Consolidated financial statements for the year ended March 31, 2018*. https://www.tru.ca/_shared/assets/fin_stat_201843163.pdf

- Thompson Rivers University Financial Services. (2023). *Consolidated financial statements for the year ended March 31, 2023*.
https://www.tru.ca/_shared/assets/fin_stat_202357942.pdf
- Thompson Rivers University Integrated Planning & Effectiveness. (2023, May). *Factbook fiscal year 2022-23*. https://www.tru.ca/_shared/assets/factbook-2022-202357849.pdf
- Thompson Rivers University Integrated Planning & Effectiveness. (2024, May). *Factbook fiscal year 2023-24*. https://www.tru.ca/_shared/assets/Factbook_2023-2459748.pdf
- Thompson Rivers University Office of the Provost and Vice-President Academic. (n.d.-a). *Budget sustainability*. Retrieved November 12, 2024, from
<https://www.tru.ca/vpacademic/budget-sustainability.html#:~:text=This%20number%20changes%20over%20time,expenditures%20at%20approximately%20%24305%20million.>
- Thompson Rivers University Office of the Provost and Vice-President Academic. (n.d.-b). *Integrated strategic planning*. Retrieved November 9, 2024, from
<https://www.tru.ca/vpacademic/integrated-strategic-planning.html>
- Thompson Rivers University Office of the Provost and Vice-President Academic. (2023, June). *Realizing envision TRU 2023-2026 Integrated Strategic Planning update, June 2023*. Retrieved November 9, 2024, from <https://www.tru.ca/vpacademic/integrated-strategic-planning/realizing-envision.html>
- Thompson Rivers University School of Education. (n.d.-a). *Application*. Retrieved November 9, 2024, from <https://www.tru.ca/edsw/schools-and-departments/education/master-education/application.html>
- Thompson Rivers University School of Education. (n.d.-b). *Master of Education (MEd)*. Retrieved November 9, 2024, from <https://www.tru.ca/edsw/schools-and-departments/education/master-education.html>
- Thompson Rivers University School of Education. (n.d.-c). *MEd courses*. Retrieved November 9, 2024, from <https://www.tru.ca/edsw/schools-and-departments/education/master-education/courses.html>
- Top Private Schools Canada. (n.d.). *The High School at Vancouver Island University*.
https://topprivateschools.ca/school.asp?school_id=1247
- Trilokekar, R. D., Jones, G. A., & Tamtik, M. (2020). The emergence of international education as public policy. In M. Tamtik, R. D. Trilokekar, & G. A. Jones (Eds.), *International education as public policy in Canada* (pp. 3–25). McGill-Queen’s University Press.
<https://doi.org/10.2307/j.ctv18sqz9q.22>
- Trilokekar, R. D., & Kizilbash, Z. (2013). Imagine: Canada as a leader in international education. How can Canada benefit from the Australian experience? *Canadian Journal of Higher Education*, 43(2), 1–26. <https://files.eric.ed.gov/fulltext/EJ1013584.pdf>
- Trilokekar, R., & Masri, A. E. (2016). Canada’s international education strategy: Implications of a new policy landscape for synergy between government policy and institutional strategy. *Higher Education Policy*, 29(4), 539–563. <https://doi.org/10.1057/s41307-016-0017-5>
- U15 Canada. (n.d.). *U15 Canada's leading research universities: Developing talent, driving innovation, delivering impact*. <https://u15.ca/>
- UHIP. (n.d.). *Plan details*. <https://uhip.ca/Enrollment/PlanDetails>
- University of Prince Edward Island. (n.d.-a). *Operating budget for the 2018-2019 fiscal year*.
https://files.upei.ca/finance/operating_budget_2018-2019.pdf

- University of Prince Edward Island. (n.d.-b). *Operating budget for the 2019-2020 fiscal year*.
https://files.upei.ca/finance/operating_budget_2019-2020.pdf
- University of Prince Edward Island. (n.d.-c). *Operating budget for the 2020-2021 fiscal year*.
https://files.upei.ca/finance/operating_budget_2020-2021.pdf
- University of Prince Edward Island. (n.d.-d). *Operating budget for the 2021-2022 fiscal year*.
https://files.upei.ca/finance/operating_budget_2021-2022.pdf
- University of Prince Edward Island. (n.d.-e). *Operating budget for the 2022-2023 fiscal year*.
https://files.upei.ca/finance/operating_budget_2022-2023.pdf
- University of Prince Edward Island. (n.d.-f). *Operating budget for the 2023-2024 fiscal year*.
https://files.upei.ca/finance/operating_budget_2023-2024.pdf
- University of Prince Edward Island. (n.d.-g). *Operating budget for the 2024-2025 fiscal year*.
https://files.upei.ca/finance/operating_budget_2024-2025.pdf
- University of Prince Edward Island. (n.d.-h). *Master of Education in Leadership in Learning Faculty of Education*. Retrieved October 26, 2024, from
<https://www.upei.ca/programs/master-education>
- University of Prince Edward Island. (n.d.-i). *Pathways program*. Retrieved November 4, 2024, from
<https://www.upei.ca/education/pathways-program>
- University of Prince Edward Island. (2018, November 30). *UPEI strategic plan 2018-2023*.
https://files.upei.ca/publications/upei_strategic_plan_2018-2023.pdf
- University of Victoria. (n.d.-a). *2018-2021 Planning & budget framework*.
<https://www.uvic.ca/financialplanning/assets/docs/budget/budget-frameworks/2018-21PlanningBudgetFramework.pdf>
- University of Victoria. (n.d.-b). *Planning & budget framework 2020 - 2022*.
https://www.uvic.ca/budget/_assets/docs/framework/planning-budget-framework-2020.pdf
- University of Victoria. (n.d.-c). *Planning and budget framework 2021–2023*.
https://www.uvic.ca/budget/_assets/docs/framework/planning-budget-framework-2021.pdf
- University of Victoria. (n.d.-d). *Planning and budget framework 2022–2024*.
https://www.uvic.ca/budget/_assets/docs/framework/planning-budget-framework-2022.pdf
- University of Victoria. (n.d.-e). *Planning and budget framework 2022/23–2024/25*.
https://www.uvic.ca/budget/_assets/docs/framework/planning-budget-framework-2023.pdf
- University of Victoria. (n.d.-f). *Planning and budget framework 2023/24–2025/26*.
https://www.uvic.ca/budget/_assets/docs/framework/planning-budget-framework-2024.pdf
- University of Victoria. (n.d.-g). *Planning and budget framework 2024/25–2026/27*.
https://www.uvic.ca/budget/_assets/docs/framework/planning-budget-framework-2025.pdf
- University of Victoria. (n.d.-h). *Making a world of difference: International plan 2017–2022*
https://www.uvic.ca/_assets/docs/international-plan.pdf
- University of Victoria. (2021a). *Factbook table 5b - Full and part time headcounts (Fall)*. Retrieved November 9, 2024, from
https://www.uvic.ca/institutionalplanning/assets/docs/enrolment/factbook_table_05.pdf

- University of Victoria. (2021b). *UVic factbook table 22 - Headcount of study permits by student type and faculty (Fall terms)*. Retrieved November 9, 2024, from https://www.uvic.ca/institutionalplanning/assets/docs/enrolment/factbook_table_22.pdf
- University of Victoria. (2024a). *Factbook table 5b - Full and part time headcounts (Fall)*.
- University of Victoria. (2024b). *UVic factbook table 22 - Headcount of study permits by student type and faculty (Fall terms)*.
- University of Victoria Academic Calendar. (2024). *Graduate calendar - May 2024*. Retrieved August 15, 2024, from <https://www.uvic.ca/calendar/grad/#/programs/BJXspXCGN?searchTerm=curriculum%20studies&bc=true&bcCurrent=Curriculum%20Studies&bcItemType=programs>
- University of Victoria Academic Calendar. (2025). *Undergraduate calendar - May 2025*. Retrieved March 13, 2025, from <https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/S1AAgoGuV?bc=true&bcCurrent=14%20-%20Grading&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies>
- University of Victoria Department of Curriculum and Instruction. (n.d.-a). *Curriculum studies*. Retrieved November 9, 2024, from <https://www.uvic.ca/education/curriculum/graduate/home/areas-of-study/cs/index.php>
- University of Victoria Department of Curriculum and Instruction. (n.d.-b). *Apply for admission*. Retrieved November 9, 2024, from <https://www.uvic.ca/education/curriculum/graduate/home/apply/index.php>
- University of Victoria Department of Curriculum and Instruction (2022a, October 21). *Upcoming Masters of Education programs starting in 2024*. Retrieved November 9, 2024, from <https://www.uvic.ca/education/curriculum/home/home/news/current/upcoming-med-cohorts.php>
- University of Victoria Department of Curriculum and Instruction. (2022b, December). *Graduate handbook*. <https://www.uvic.ca/education/curriculum/assets/docs/gradhandbookdec2022.pdf>
- University of Victoria Faculty of Education. (n.d.-a). *Master of Education international cohort 2018-2020*. Retrieved August 14, 2024, from <https://www.uvic.ca/education/curriculum/assets/docs/pdfs/MEd%20Intl.pdf>
- University of Victoria Faculty of Education. (n.d.-b). *Master of Education international cohort September 2021*. Retrieved August 14, 2024, from <https://www.uvic.ca/education/curriculum/assets/docs/graduate/med-international-cohort-2021-poster.pdf>
- University of Victoria Faculty of Education. (n.d.-c). *Master of Education international cohort September 2023*. Retrieved August 14, 2024, from <https://www.uvic.ca/education/curriculum/assets/docs/internationalcohort2023.pdf>
- University of Victoria Faculty of Education. (n.d.-d). *Master of Education international cohort September 2024*. Retrieved November 9, 2024, from <https://www.uvic.ca/education/curriculum/assets/docs/medinternationalcohort2024poster.pdf>
- University of Victoria Financial Planning. (2023, October 27). *Enrolment and budget update*. Retrieved August 14, 2024, from <https://www.uvic.ca/budget/updates/budget-update-oct2023.php>

- University of Victoria Financial Planning. (2024a, May 10). *Budget approach for 2024/25*. Retrieved August 14, 2024, from <https://www.uvic.ca/budget/updates/budget-update-2024.php>
- University of Victoria Financial Planning. (2024b, October 23). *Enrolment and budget update*. Retrieved November 20, 2024, from <https://www.uvic.ca/budget/updates/budget-update-oct2024.php>
- University of Windsor. (n.d.-a). *Operating budget 2018-2019*. https://www.uwindsor.ca/finance/sites/uwindsor.ca.finance/files/1819_budget_document_final_bog_05082018.pdf
- University of Windsor. (n.d.-b). *Operating budget 2019-2020*. https://www.uwindsor.ca/finance/sites/uwindsor.ca.finance/files/1920_budget_document_final4_bog_-_2019-05-07.pdf
- University of Windsor. (n.d.-c). *Operating budget 2021-2022*. https://www.uwindsor.ca/finance/sites/uwindsor.ca.finance/files/2021.22_budget_document_final_bog_approved.pdf
- University of Windsor. (n.d.-d). *Operating budget 2022-2023*. https://www.uwindsor.ca/finance/sites/uwindsor.ca.finance/files/2022.23_budget_document_final_bog_approved_2022_04_21_1.pdf
- University of Windsor. (n.d.-e). *Operating budget 2023-2024*. https://www.uwindsor.ca/finance/sites/uwindsor.ca.finance/files/2023.24_budget_document_final_bog_2023_04_17_0.pdf
- University of Windsor. (n.d.-f). *Operating budget 2024-2025*. https://www.uwindsor.ca/finance/sites/uwindsor.ca.finance/files/2024-25_operating_budget_document_final_-_2024-04-03.pdf
- University of Windsor. (n.d.-g). *Realigning forward 2008/2009 operating budget*. <https://www.uwindsor.ca/finance/sites/uwindsor.ca.finance/files/2008-09operatingbudget.pdf>
- University of Windsor. (n.d.-h). *Thinking forward...taking action 2012/13 operating budget*. <https://www.uwindsor.ca/finance/sites/uwindsor.ca.finance/files/2012-13budgetdocument.pdf>
- University of Windsor. (2023). *Aspire together for tomorrow: University of Windsor strategic plan 2023-2028*. <https://www.uwindsor.ca/publicaffairs/sites/uwindsor.ca.publicaffairs/files/uwindsorstrategicplan.pdf>
- University of Windsor Continuing Education. (n.d.). *Pre-Graduate Preparatory Program (PPP) – Education*. Retrieved July 31, 2024, from <https://www.uwindsor.ca/continuingeducation/continuingeducation/continuingeducation/ppp-education>
- University of Windsor Faculty of Education. (n.d.). *Faculty of Education Masters of Education program handbook*. Retrieved July 31, 2024, from <https://www.uwindsor.ca/education/sites/uwindsor.ca.education/files/masters-program-handbook.pdf>
- University of Windsor Faculty of Education. (2021, January 21). *M.Ed. international cohort*. Wayback Machine—Internet Archive. Retrieved November 8, 2024, from <https://web.archive.org/web/20210121030634/http://www.uwindsor.ca/education/masters/internationalcohort>

- University of Windsor Office of Institutional Analysis. (n.d.). *Headcount*. Retrieved July 16, 2024, from <https://www.uwindsor.ca/institutional-analysis/307/headcount>
- University of Windsor Office of Student Recruitment. (n.d.). *FAQ - Master of Education*. Retrieved August 2, 2024, from <https://www.uwindsor.ca/studentrecruitment/660/faq-master-education>
- University of Windsor University Secretariat. (n.d.). *Graduate Calendar Spring 2021*. https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/graduate_calendar_spring_2021_0.pdf
- Usher, A. (2015, March 4). Stop saying higher education is a public good. *Higher Education Strategy Associates*. Retrieved November 21, 2024, from <https://higherstrategy.com/stop-saying-higher-education-is-a-public-good/>
- Usher, A. (2022, May 9). The reckoning. *Higher Education Strategy Associates*. Retrieved November 13, 2024, from <https://higherstrategy.com/the-reckoning/%ef%bf%bc/>
- Usher, A. (2023, November 8). Crowding out. *Higher Education Strategy Associates*. Retrieved November 13, 2024, from <https://higherstrategy.com/crowding-out/>
- Usher, A. (2024a, January 30). How bad is it going to get in Ontario? Really bad. *Higher Education Strategy Associates*. Retrieved November 13, 2024, from <https://higherstrategy.com/how-bad-is-it-going-to-get-in-ontario-really-bad/>
- Usher, A. (2024b, October 16). Carnage. *Higher Education Strategy Associates*. Retrieved November 13, 2024, from <https://higherstrategy.com/carnage/>
- Vaismoradi, M. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences*, 15, 398–405. <https://doi.org/10.1111/nhs.12048>
- Vancouver Island University. (2018). *2018–2019 Consolidated resource plan*. <https://gov.viu.ca/sites/default/files/crp.pdf>
- Vancouver Island University. (2019). *2019–2020 Consolidated resource plan*. https://gov.viu.ca/sites/default/files/crp_2019-2020.pdf
- Vancouver Island University. (2020). *2020-2021 Consolidated resource plan*. https://gov.viu.ca/sites/default/files/v5_final_crp_2020-2021.pdf
- Vancouver Island University. (2021). *2021-22 Consolidated resource plan*. <https://gov.viu.ca/sites/default/files/viu-2021-2022-consolidation-resource-plan.pdf>
- Vancouver Island University. (2022). *2022-23 Consolidated resource plan*. <https://gov.viu.ca/sites/default/files/viu-2022-2023-consolidation-resource-plan.pdf>
- Vancouver Island University. (2023a). *2023-24 Consolidated resource plan*. <https://gov.viu.ca/sites/default/files/viu-2023-2024-consolidated-resource-plan.pdf>
- Vancouver Island University. (2023b, November 29). *Vancouver Island University and the High School at VIU conclude partnership*. <https://news.viu.ca/vancouver-island-university-and-high-school-viu-conclude-partnership>
- Vancouver Island University. (2024). *2024-25 Operating budget*. <https://gov.viu.ca/sites/default/files/fy2024-25-operating-budget-report.pdf>
- Vancouver Island University Centre For Innovation and Excellence in Learning. (n.d.). Grade schemes. <https://ciel.viu.ca/pages/grade-schemes>
- Vancouver Island University Faculty of Education. (n.d.-a). *Master of Education*. Retrieved November 9, 2024, from <https://education.viu.ca/master-education-programs>

- Vancouver Island University Faculty of Education. (n.d.-b). *Master of Education in educational leadership*. Retrieved November 9, 2024, from <https://education.viu.ca/master-education-educational-leadership>
- Vancouver Island University Faculty of Education. (n.d.-c). *Master of Education in special education*. Retrieved November 9, 2024, from <https://education.viu.ca/master-education-special-education>
- Vancouver Island University International Education. (2023, March 25). *Vancouver Island University International Education strategic vision September 2017*. Wayback Machine—Internet Archive. Retrieved November 9, 2024, from https://web.archive.org/web/20230325080446/https://international.viu.ca/sites/default/files/viu_international_strategicvision2017.pdf
- Vancouver Island University Office of University Planning and Analysis. (n.d.-a). *Vancouver Island University full-time equivalent (FTE) enrolment report for the year ended March 31, 2020*. Retrieved November 9, 2024, from <https://adm.viu.ca/sites/default/files/2019-20-full-time-equivalent-%28fte%29-enrolment-report.pdf>
- Vancouver Island University Office of University Planning and Analysis. (n.d.-b). *Vancouver Island University full-time equivalent (FTE) enrolment report for the year ended March 31, 2021*. Retrieved November 9, 2024, from <https://adm.viu.ca/sites/default/files/fy-yr-to-yr-adjusted-w-20-21.pdf>
- Vancouver Island University Office of University Planning and Analysis. (n.d.-c). *Vancouver Island University full-time equivalent (FTE) enrolment report for the year ended March 31, 2022*. Retrieved November 9, 2024, from https://adm.viu.ca/sites/default/files/fy-yr-to-yr-adjusted-w-21-22_0.pdf
- Vancouver Island University Office of University Planning and Analysis. (n.d.-d). *Vancouver Island University full-time equivalent (FTE) enrolment report for the year ended March 31, 2023*. Retrieved November 9, 2024, from <https://adm.viu.ca/sites/default/files/fy-yr-to-yr-adjusted-w-22-23.pdf>
- Vancouver Island University Office of University Planning and Analysis. (n.d.-e). *Vancouver Island University full-time equivalent (FTE) enrolment report for the year ended March 31, 2024*. Retrieved November 9, 2024, from <https://adm.viu.ca/sites/default/files/fy-yr-to-yr-adjusted-w-23-24.pdf>
- Van Gaalen, A. (2021). Mapping undesired consequences of internationalization of higher education. In S. Kommers, & K. Bista (Eds.), *Inequalities in study abroad and student mobility navigating challenges and future directions* (pp. 11–23). Routledge.
- Viczko, M., & Tascón, C. I. (2016). Performing internationalization of higher education in Canadian national policy. *Canadian Journal of Higher Education*, 46(2), Article 2. <https://doi.org/10.47678/cjhe.v46i2.186014>
- Walker, A. (2024, February 9). Canada: Student housing shortage in the spotlight following announcement of international student cap. *GSL Global*. <https://gslglobal.com/2024/02/09/canada-student-housing-shortage-in-the-spotlight-following-announcement-of-international-student-cap/>
- Walker, J. (2016). Stratification and vocationalization in Canadian higher education. In S. Slaughter & B. J. Taylor (Eds.), *Higher education, stratification, and workforce development* (Vol. 45, pp. 251–269). Springer International Publishing. https://doi.org/10.1007/978-3-319-21512-9_13

- Wang, P. (2016). *A study of drop-out Chinese international students from a Canadian pre-university English language improvement program: Acculturation experiences and challenges* [Unpublished master's thesis]. University of Windsor.
- Wang, S. (2017). *An exploration of the motivation of Chinese students for studying in a Master of Education degree in Canada* [Unpublished master's thesis]. Brock University.
- Wanjia. (2022, November 30). 布鲁克大学教育学硕士面试会 [Brock University Master of Education interview fair]. Retrieved October 24, 2024, from <http://brocku.wanjia.org/news/284.html>
- Wangyi Education Forum. (2015, March 27). 百利天下: 3月23日温莎大学面试会圆满落幕 [Bailitop: March 23 University of Windsor interview fair concluded successfully]. Retrieved October 24, 2024, from <https://www.163.com/edu/article/ALN76P8M00294MA8.html>
- Waters, J. L. (2018). International education is political! Exploring the politics of international student mobilities. *Journal of International Students*, 8(3), 1459–1478. <https://doi.org/10.5281/zenodo.1254611>
- Waters, J. L., & Brooks, R. (2010). Accidental achievers? International higher education, class reproduction and privilege in the experiences of UK students overseas. *British Journal of Sociology of Education*, 31(2), 217–228. <https://doi.org/10.1080/01425690903539164>
- Weber, T., van Mol, C., & Wolbers, M. H. J. (2023). International students as sources of income? Moving beyond the neoliberal framing of internationalization. *Journal of Studies in International Education*, 28(4), 526–545. <https://doi.org/10.1177/10283153231211999>
- Weingarten, H. P. (2021). *Nothing less than great: Reforming Canada's universities*. University of Toronto Press.
- Wiens, C. (2024 May 15). Immigration Minister Marc Miller weighs in on local international student enrollment. *CTV News*. Retrieved June 23, 2024, from <https://kitchener.ctvnews.ca/immigration-minister-marc-miller-weighs-in-on-local-international-student-enrollment-1.6888425>
- Willis, I., & Taylor, J. (2014). The importance of rationales for internationalization at a local level – university and individual. *European Journal of Higher Education*, 4(2), 153–166. <https://doi.org/10.1080/21568235.2013.858607>
- Wright, K. B. (2006). Researching internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of Computer-Mediated Communication*, 10(3). <https://doi.org/10.1111/j.1083-6101.2005.tb00259.x>
- Wright, T. S. (2009). Sustainability, internationalization, and higher education. *New Directions for Teaching & Learning*, 2009(118), 105–115. <https://doi.org/10.1002/tl.357>
- Xu, H., & Miller, T. (2021). International recruitment in Canadian higher education: Factors influencing students' perceptions and experiences with education agents. *Comparative and International Education*, 49(2), Article 2. <https://doi.org/10.5206/cieeci.v50i1.14132>
- Yang, W., Li, Y., & Li, H. (2021). Supervisor as co-author in writing for publication: Evidence from a cohort of non-native English-speaking Master of Education students. *SN Social Sciences*, 1, 1–21. <https://doi.org/10.1007/s43545-020-00044-y>
- Yang, W., Li, Y., Zhou, W., & Li, H. (2020). Learning to design research: Students' agency and experiences in a Master of Education program in Hong Kong. *ECNU Review of Education*, 3(2), 291–309. <https://doi.org/10.1177/2096531120917163>

- Yemini, M., Holzmann, V., de Wit, H., Sadeh, E., Stavans, A., & Fadila, D. (2015). The drive to internationalize: Perceptions and motivations of Israeli college directors. *Higher Education Policy*, 28(3), 259–276. <https://doi.org/10.1057/hep.2014.9>
- Yerger, D., & Choudhary, M. (2019). Is it a Trump bump, spike, or plateau? India's changing interest in Canadian versus U.S. universities. *Journal of International Students*, 9(4), 1196–1202. <https://doi.org/10.32674/jis.v9i4.962>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.
- Young, J., & Grimmett, P. (2015). Canadian research on the governance of initial teacher education. In T. Falkenberg (Ed.), *Handbook of Canadian research in initial teacher education*. Canadian Association for Teacher Education (CATE).
- Yu, Z. (2018). *A study of Chinese international students' classroom participation in an international MEd program* (Publication No. 10815280) [Master's thesis, University of Windsor]. ProQuest Dissertations Publishing.
- Yue, Y., & Lu, J. (2022). International students' motivation to study abroad: An empirical study based on expectancy-value theory and self-determination theory. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.841122>
- Zhou, G., Liu, T., & Rideout, G. (2017). A study of Chinese international students enrolled in the Master of Education program at a Canadian university. *International Journal of Chinese Education*, 6, 210–235. <http://dx.doi.org/10.1163/22125868-12340081>
- Zhou, G., Yu, Z., Rideout, G., & Smith, C. (2020). Why don't they participate in class? A study of Chinese students' classroom participation in an international Master of Education program. In V. Tavares (Ed.), *Multidisciplinary perspectives on international student experience in Canadian higher education* (pp. 81–101). <http://dx.doi.org/10.4018/978-1-7998-5030-4>

Appendix A Administrator & Staff Survey

Master of Education Program Survey - Administrators and Staff

Study Title: An Examination of Master of Education Programs at Canadian Universities: Articulation and Implementation of Internationalization

Name of Principal Investigator: Han Xu, Faculty of Education, Queen's University

Name of Supervisor: Dr. Saad Chahine, Faculty of Education, Queen's University

I am inviting current/former administrators and staff members (worked within that last 5 years) from the following programs to take part in this study: Master of Education in Leadership in Learning (Global Perspectives cohort) at University of Prince Edward Island, Master of Education in Educational Studies and Leadership at Bishop's University, Master of Education at Thompson Rivers University, Master of Education in Teaching Languages in Global Contexts at Simon Fraser University, and Master of Education in Educational Leadership Program (full-time) and Master of Education in Special Education (full-time) at Vancouver Island University.

The purpose of this study is to explore how internationalization is articulated and implemented in those programs. According to Knight (2004, p.11), internationalization means "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education institutions and systems". If you agree to take part, I will ask you to complete an online survey that takes about 15 minutes to finish. The survey includes demographic questions, your thoughts on statements about international education, and open-ended questions that you could add some feedback regarding your experiences. Your response will add valuable admin perspectives to the understanding of internationalization.

There are no known risks. There are no direct benefits to you as a participant. Study results will help inform international education strategies and practices for Canadian higher education. Participation is voluntary. You do not have to answer any questions you do not want to. You can stop your participation at any time by closing your browser without penalty or impact on your career. However, the information you provide up to the time you close your browser or stop engaging will be used for analysis. To completely withdraw your data from the survey, you can skip to the end of the survey and submit the survey, after which you will receive a message with your survey session ID for data withdrawal. You can use the survey session ID (auto generated by Qualtrics) to withdraw your data up to one month after the survey is closed. You can contact the PI (Han Xu) at 20hx1@queensu.ca to communicate the intention to withdraw your data from the survey with your survey session ID. All data related to the individual who wishes to withdraw will be deleted permanently.

Your confidentiality will be protected as per applicable laws, and all data will be de-identified. The demographics information collected from the survey may allow for re-identification when used in combination, but any information that might be used to link back to your identity will be taken out from the dissertation, publications, and presentations. No participant will be identified in any sort of publications or research finding disseminations. Only researchers on the study team and the Queen's General Research Ethics Board (GREB) have access to the study data.

GREB may request access to ensure that the research team is fulfilling ethical obligations. GREB is bound by confidentiality agreements and will not release any personal information.

Study data is stored in Queen's University's secure, online file hosting platform Microsoft OneDrive that only the research team has access to. All data uploaded to OneDrive at Queen's University are stored within Canada and protected by the enterprise-level security from Microsoft. Additionally, a backup copy of the data will be stored on an encrypted USB key. The data will be kept secure for at least five years per Queen's University Policy, after which the de-identified data and any identifying files will be destroyed. My supervisor Dr. Saad Chahine will be ultimately responsible for the study data after I graduate from Queen's University.

The findings of this study will be presented in my doctoral dissertation and included in publications and presentations. Additionally, institutional summaries will be developed and possibly presented during feedback sessions. I also plan to create infographics and share it with the public. You are invited to indicate your willingness to be contacted for research findings dissemination once the research is completed.

This study has been reviewed for ethical compliance by the Queen's University General Research Ethics Board (GREB). If you have any ethics concerns, please contact GREB at 1-844-535-2988 (Toll free in North America) or email chair.GREB@queensu.ca. Call 1-613-533-2988 if outside North America. If non-English speaking participants wish to contact the Chair for ethics concerns, translation assistance may be necessary, as the REB Chair communicates in English only. If you have any questions about the research, please contact the principal investigator (Han Xu) at 20hx1@queensu.ca or my supervisor Dr. Saad Chahine at saad.chahine@queensu.ca.

This Letter of Information provides you with the details to help you make an informed choice. All your questions should be answered to your satisfaction before you decide whether or not to participate in this research study. Please keep one copy of the Letter of Information for your records by printing the page or taking a screenshot.

You have not waived any legal rights by consenting to participate in this study.

By clicking the "next" button, you verify that: you have read the Letter of Information and all of your questions have been answered. You give consent to researcher to use your responses in the survey.

Master of Education Program Survey - Administrators and Staff

Q1 How long is/was your involvement with the Master of Education program?

- 5 years or less (1)
- 6 to 10 years (2)
- 11 to 15 years (3)
- Over 15 years (4)

Q2 What is/was your employment classification or title during your involvement with the M.Ed. program?

Q3 How are/were you involved in the operation of the Master of Education program at your institution? (You can drag items from the list and put them in the box on the right; select and rank all that apply)

- _____ Finance (budgeting, banking, etc.) (1)
- _____ Scheduling (courses, timelines, etc.) (2)
- _____ Admission (reviewing applications, verifying documents, etc.) (3)
- _____ Promotion (editing brochures, flyers, etc.) (4)
- _____ Teaching (courses, workshops, etc.) (5)
- _____ Communication (emails, phone calls, etc.) (6)
- _____ Other (7)

Q4 How would you rank the importance of the following strategic priorities at your institution? (You can drag items from the list and put them in the box on the right; select and rank all that apply)

- _____ Academic excellence (1)
- _____ Research excellence (2)
- _____ Student success (3)
- _____ Diversity, Equity, and Inclusion (EDI) (4)
- _____ Internationalization (5)
- _____ Community engagement (6)
- _____ Sustainability goals (7)
- _____ Other (8)

Q5 There are three rationales that drive international programs. From your perspective, rank these rationales on the level of importance for your faculty:

- _____ Social rationale (e.g., society development, global citizenship) (1)
- _____ Economic rationale (e.g., financial return, student employability) (2)
- _____ Academic rationale (e.g., enhancement of quality, international dimension to research and teaching) (3)

Q6 In addition to the M.Ed. program you're involved in, have you participated in any other international learning, teaching, or research? (allow multiple answers)

- Yes, I have study abroad experience. (1)
- Yes, I have teaching abroad experience. (2)
- Yes, I have international research experience. (3)
- No, I don't have any. (4)

Q7 Are there English or academic preparation programs for your M.Ed. program?

- Yes (1)
- I don't know (2)
- No (3)

Q8 Are you aware of any collaboration between your M.Ed. program and education agents (third party recruiters)?

- Yes (1)
- I don't know (2)
- No (3)

Q9, Q10, Q11 Scale

- Strongly Disagree (1)
- Disagree (2)
- Slightly Disagree (3)
- Slightly Agree (4)
- Agree (5)
- Strongly Agree (6)
- Not Applicable (7)

Q9 Regarding the academic aspects of the M.Ed. program, I believe our program...

- incorporates an international dimension in teaching.
- advances curriculum standards.
- promotes active participation in class.
- incorporates an international dimension in research.
- creates opportunities for international research partnerships.
- does not raise institutional research impact.
- enriches the educational journey of all students.
- provides instructors with international experiences.
- elevates the overall learning environment on campus.

Q10 Regarding the economic aspects of the M.Ed. program, I believe our program...

adds to the diversity of student body on campus.
increases institutional competitiveness.
promotes institutional brand worldwide.
acts as a means of revenue generation.
fulfills enrollment goals.
contributes to department development.
boosts local economy.
attracts potential immigrants
prepares graduates for labor market.

Q11 Regarding the social aspects of the M.Ed. program, I believe our program...

fosters understanding on international topics.
addresses cultural issues.
balances diverse perspectives.
enriches local cultural scene.
does not encourage students to get involved in local community
nurtures inclusivity among community members.
promotes Canadian cultural practices among students.
increases students' sense of belonging to Canadian society.
educates students about Canadian heritage.

Q13 Please add positive experiences you'd like to talk about regarding your M.Ed. program.

Q14 Please add negative experiences you'd like to talk about regarding your M.Ed. program.

Q15 Please add any other information about your M.Ed. program that would help with this research on the internationalization of Canadian higher education.

Appendix B Instructor Survey

Master of Education Program Survey - Instructors

Study Title: An Examination of Master of Education Programs at Canadian Universities: Articulation and Implementation of Internationalization

Name of Principal Investigator: Han Xu, Faculty of Education, Queen's University

Name of Supervisor: Dr. Saad Chahine, Faculty of Education, Queen's University

I am inviting current and former instructors (taught within the last 5 years) from the following programs to take part in this study: Master of Education in Leadership in Learning (Global Perspectives cohort) at University of Prince Edward Island, Master of Education in Educational Studies and Leadership at Bishop's University, Master of Education at Thompson Rivers University, Master of Education in Teaching Languages in Global Contexts at Simon Fraser University, and Master of Education in Educational Leadership Program (full-time) and Master of Education in Special Education (full-time) at Vancouver Island University.

The purpose of this study is to explore how internationalization is articulated and implemented in those programs. According to Knight (2004, p.11), internationalization means "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education institutions and systems". If you agree to take part, I will ask you to complete an online survey that takes about 15 minutes to finish. The survey includes demographic questions, your thoughts on a few statements about international education, and open-ended questions that you could add some feedback regarding your experiences. Your response will add valuable instructor perspectives to the understanding of internationalization.

There are no known risks. There are no direct benefits to you as a participant. Study results will help inform international education strategies and practices for Canadian higher education. Participation is voluntary. You do not have to answer any questions you do not want to. You can stop your participation at any time by closing your browser without penalty or impact on your career. However, the information you provide up to the time you close your browser or stop engaging will be used for analysis. To completely withdraw your data from the survey, you can skip to the end of the survey and submit the survey, after which you will receive a message with your survey session ID for data withdrawal. You can use the survey session ID (auto generated by Qualtrics) to withdraw your data up to one month after the survey is closed. You can contact the PI (Han Xu) at 20hx1@queensu.ca to communicate the intention to withdraw your data from the survey with your survey session ID. All data related to the individual who wishes to withdraw will be deleted permanently.

Your confidentiality will be protected as per applicable laws, and all data will be de-identified. The demographics information collected from the survey may allow for re-identification when used in combination, but any information that might be used to link back to your identity will be taken out from the dissertation, publications, and presentations. No participant will be identified in any sort of publications or research finding disseminations. Only researchers on the study team and the Queen's General Research Ethics Board (GREB) have access to the study data.

GREB may request access to ensure that the research team is fulfilling ethical obligations. GREB is bound by confidentiality agreements and will not release any personal information.

Study data is stored on Queen's University's secure, online file hosting platform Microsoft OneDrive that only the research team has access to. All data uploaded to OneDrive at Queen's University are stored within Canada and protected by the enterprise-level security from Microsoft. Additionally, a backup copy of the data will be stored on an encrypted USB drive. The data will be kept secure for at least five years per Queen's University Policy, after which the de-identified data and any identifying files will be destroyed. My supervisor Dr. Saad Chahine will be ultimately responsible for the study data after I graduate from Queen's University.

The findings of this study will be presented in my doctoral dissertation and featured in publications and presentations. Additionally, institutional summaries will be developed and possibly presented during feedback sessions. I also plan to create infographics and share it with the public. You are invited to indicate your willingness to be contacted for research findings dissemination once the research is completed.

This study has been reviewed for ethical compliance by the Queen's University General Research Ethics Board (GREB). If you have any ethics concerns, please contact GREB at 1-844-535-2988 (Toll free in North America) or email chair.GREB@queensu.ca. Call 1-613-533-2988 if outside North America. If participants who do not speak English wish to contact the Chair for ethics concerns, they may need translation assistance since the REB Chair communicates only in English. If you have any questions about the research, please contact the principal investigator (Han Xu) at 20hx1@queensu.ca or my supervisor Dr. Saad Chahine at saad.chahine@queensu.ca.

This Letter of Information provides you with the details to help you make an informed choice. All your questions should be answered to your satisfaction before you decide whether to participate in this research study. Please keep one copy of the Letter of Information for your records by printing the page or taking a screenshot.

You have not waived any legal rights by consenting to participate in this study.

By clicking the "next" button, you verify that: you have read the Letter of Information and all of your questions have been answered. You give consent to researcher to use your responses in the survey.

Master of Education Program Survey - Instructors

Q1 How long is/was your involvement with the Master of Education (M.Ed.) program?

- 5 years or less (1)
- 6 to 10 years (2)
- 11 to 15 years (4)
- Over 15 years (5)

Q2 What is/was your employment classification during your involvement in the M.Ed. program?

- Faculty member (tenure or tenure track) (1)
- Adjunct or sessional instructor (2)

Q3 How are/were you involved in the operation of the M.Ed. program at your institution (You can drag items from the list and put them in the box on the right; select and rank all that apply)

- _____ Finance (budgeting, banking, etc.) (1)
- _____ Scheduling (courses, timelines, etc.) (2)
- _____ Admission (reviewing applications, verifying documents, etc.) (3)
- _____ Promotion (editing brochures, flyers, etc.) (4)
- _____ Teaching (courses, workshops, etc.) (5)
- _____ Communication (emails, phone calls, etc.) (7)
- _____ Other (6)

Q4 How would you rank the importance of the following strategic priorities at your institution? (You can drag items from the list and put them in the box on the right; select and rank all that apply)

- _____ Academic excellent (1)
- _____ Research excellence (2)
- _____ Student success (3)
- _____ Diversity, Equity, and Inclusion (EDI) (4)
- _____ Internationalization (5)
- _____ Community engagement (6)
- _____ Sustainability goals (12)
- _____ Other (13)

Q5 There are three rationales that drive international programs. From your perspective, rank these rationales on the level of importance for your faculty:

- _____ Social rationale (e.g., society development, global citizenship) (1)
- _____ Economic rationale (e.g., financial return, student employability) (2)
- _____ Academic rationale (e.g., enhancement of quality, international dimension to research and teaching) (3)

Q6 In addition to the M.Ed. program you are involved in, have you participated in any other international learning, teaching, or research? (allow multiple answers)

- Yes, I have study abroad experience. (1)
- Yes, I have teaching abroad experience. (2)
- Yes, I have international research experience. (3)
- No, I do not have any. (4)

Q7 Are there English or academic preparation programs for your M.Ed. program?

- Yes (1)
- Maybe (2)
- No (3)

Q8 Are you aware of any collaboration between your M.Ed. program and education agents (third party recruiters)?

- Yes (1)
- Maybe (2)
- No (3)

Q9, Q10, Q11 Scale

- Strongly Disagree (1) (1)
- Disagree (2) (2)
- Slightly Disagree (3) (3)
- Slightly Agree (4) (4)
- Agree (5) (5)
- Strongly Agree (6) (6)
- Not Applicable (7)

Q9 Regarding the academic growth of students, I believe most of them have ..

- learned valuable ideas from course readings. (7)
- struggled in comprehending course content. (6)
- demonstrated active participation in class. (5)
- practiced effective English communication in class. (4)
- learned about English academic conventions. (2)
- expanded English vocabulary. (3)
- received training on different research methodologies. (1)
- gained proficiency in scholarly writing. (8)
- broadened understanding of educational theories. (9)

Q10 Regarding the economic aspect of the M.Ed. program for students, I believe most of them have...

- improved pedagogical competence. (1)
- gained intercultural communication skills. (2)
- developed leadership expertise. (3)
- acquired field experience. (8)
- built career networks. (4)
- learned about employment paths. (5)
- found the M.Ed. degree not very useful. (6)
- gained useful qualifications. (9)
- explored opportunities for professional development. (10)

Q11 Regarding the social development of students, I believe most of them have...

- expanded knowledge on international topics. (1)
- demonstrated genuine understanding on cultural issues. (2)
- learned how to balance diverse perspectives. (7)
- gained confidence in communicating in English in social settings. (3)
- stayed in their own lingual community. (4)
- built international friendships using English. (5)
- not changed much regarding adopting Canadian cultural practices. (6)
- increased sense of belonging to Canadian society. (8)
- learned about Canadian heritage. (9)

Q12 Please add positive experiences you'd like to talk about regarding the Master of Education program.

Q13 Please add negative experiences you'd like to talk about regarding the Master of Education program.

Q14 Please include any other information about your M.Ed. program that would help with this research on the internationalization of Canadian higher education.

Appendix C Student Survey

Master of Education Program Survey - Students

Study Title: An Examination of Master of Education Programs at Canadian Universities: Articulation and Implementation of Internationalization

Name of Principal Investigator: Han Xu, Faculty of Education, Queen's University

Name of Supervisor: Dr. Saad Chahine, Faculty of Education, Queen's University

I am inviting current and former students (graduated within 5 years) from the following programs to take part in this study: Master of Education in Leadership in Learning (Global Perspectives cohort) at University of Prince Edward Island, Master of Education in Educational Studies and Leadership at Bishop's University, Master of Education at Thompson Rivers University, Master of Education in Teaching Languages in Global Contexts at Simon Fraser University, and Master of Education in Educational Leadership Program (full-time) and Master of Education in Special Education (full-time) at Vancouver Island University.

The purpose of this study is to explore how internationalization is articulated and implemented in those programs. According to Knight (2004, p.11), internationalization means "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education institutions and systems". If you agree to take part, I will ask you to complete an online survey that takes about 15 minutes to finish. The survey includes demographic questions, your thoughts on a few statements about international education, and open-ended questions that you could add some feedback regarding your experiences in one of the MEd programs. Your response will add valuable student perspectives to the understanding of internationalization.

There are no known risks. There are no direct benefits to you as a participant. Study results will help inform international education strategies and practices for Canadian higher education. Participation is voluntary. You do not have to answer any questions you do not want to. You can stop your participation at any time by closing your browser without penalty or impact on your career. However, the information you provide up to the time you close your browser or stop engaging will be used for analysis. To completely withdraw your data from the survey, you can skip to the end of the survey and submit the survey, after which you will receive a message with your survey session ID for data withdrawal. You can use the survey session ID (auto generated by Qualtrics) to withdraw your data up to one month after the survey is closed. You can contact the PI (Han Xu) at 20hx1@queensu.ca to communicate the intention to withdraw your data from the survey with your survey session ID. All data related to the individual who wishes to withdraw will be deleted permanently.

Your confidentiality will be protected as per applicable laws, and all data will be de-identified. The demographics information collected from the survey may allow for re-identification when used in combination, but any information that might be used to link back to your identity will be taken out from the dissertation, publications, and presentations. No participant will be identified in any sort of publications or research finding disseminations. Only researchers on the study

team and the Queen's General Research Ethics Board (GREB) have access to the study data. GREB may request access to ensure that the research team is fulfilling ethical obligations. GREB is bound by confidentiality agreements and will not release any personal information.

Study data is stored on Queen's University's secure, online file hosting platform Microsoft OneDrive that only the research team has access to. All data uploaded to OneDrive at Queen's University are stored within Canada and protected by the enterprise-level security from Microsoft. Additionally, a backup copy of the data will be stored on an encrypted USB drive. The data will be kept secure for at least five years per Queen's University Policy, after which the de-identified data and any identifying files will be destroyed. My supervisor Dr. Saad Chahine will be ultimately responsible for the study data after I graduate from Queen's University.

The findings of this study will be presented in my doctoral dissertation and featured in publications and presentations. Additionally, institutional summaries will be developed and possibly presented during feedback sessions. I also plan to create infographics and share it with the public. You are welcome to contact the principal investigator (Han Xu) at 20hx1@queensu.ca for research findings dissemination once the research is completed.

This study has been reviewed for ethical compliance by the Queen's University General Research Ethics Board (GREB). If you have any ethics concerns, please contact GREB at 1-844-535-2988 (Toll free in North America) or email chair.GREB@queensu.ca. Call 1-613-533-2988 if outside North America. If participants who do not speak English wish to contact the Chair for ethics concerns, they may need translation assistance since the REB Chair communicates only in English. If you have any questions about the research, please contact the principal investigator (Han Xu) at 20hx1@queensu.ca or my supervisor Dr. Saad Chahine at saad.chahine@queensu.ca.

This Letter of Information provides you with the details to help you make an informed choice. All your questions should be answered to your satisfaction before you decide whether to participate in this research study. Please keep one copy of the Letter of Information for your records by printing the page or taking a screenshot.

You have not waived any legal rights by consenting to participate in this study.

By clicking the "next" button, you verify that: you have read the Letter of Information and all of your questions have been answered. You give consent to researcher to use your responses in the survey.

Master of Education Program Survey - Students

Q1 Which program are you from?

Master of Education in Leadership in Learning (Global Perspectives cohort) at University of Prince Edward Island (1)

Master of Education in Educational Studies and Leadership at Bishop's University (2)

Master of Education at Thompson Rivers University (3)

Master of Education in Teaching Languages in Global Contexts at Simon Fraser University (4)

Master of Education in Educational Leadership Program (full-time) or Master of Education in Special Education (full-time) at Vancouver Island University (5)

None of the above (exit survey) (6)

Q2 Are you a current or former student in your M.Ed. program?

Current student (1)

Former student (2)

Display This Question:

If Are you a current or former student in your M.Ed. program? = Current student

Q3a How long have you been studying in your M.Ed. program?

Less than 6 months

6-12 months

Over 12 months

Display This Question:

If Are you a current or former student in your M.Ed. program? = Former student

Q3b How long have you graduated from your M.Ed. program?

Less than a year (4)

1-2 years (5)

Over 2 years (6)

Display This Question:

If Are you a current or former student in your M.Ed. program? = Current student

Q4a What was your background prior to the M.Ed. program?

Education related background (1)

Other (2) _____

Display This Question:

If Are you a current or former student in your M.Ed. program? = Former student

Q4b What field are you currently working in?

Education related field (1)

Other (2) _____

Q5 Age is important because different age groups require different support. Please indicate your age range.

Less than 25

26-35

Over 36

Q6 What is or was your nationality during your time in the M.Ed. program?

Afghanistan (1) ... Zimbabwe (196)

Q7 Is English your first language?

Yes (1)

No (2)

Display This Question:

If Is English your first language? = No

Q8 Have you taken any language courses to prepare for the M.Ed. program? (allow multiple answers)

Yes, at the same university where I take or took my M.Ed. program.

Yes, at some other academic institution in Canada.

Yes, outside of Canada.

No

Q9 Indicate whether you used a paid education agent (third-party recruiter) to enter the M.Ed. program?

Yes (1)

No (2)

I don't know (3)

Q10 Regarding your academic and financial situations in the M.Ed. program, indicate your wellbeing using the scale below

Academically () Struggling 1 Doing okay 2 Doing well 3

Financially () Struggling 1 Doing okay 2 Doing well 3

Q11, Q12, Q13 Scale

Strongly Disagree (1) (1)

Disagree (2) (2)

Slightly Disagree (3) (3)

Slightly Agree (4) (4)

Agree (5) (5)

Strongly Agree (6) (6)

Not Applicable (7)

Q11 Regarding the academic aspects of your journey in the M.Ed. program, you...

learned valuable ideas from course readings.
struggled in comprehending course content.
demonstrated active participation in class.
practiced effective English communication in class.
learned about English academic conventions.
expanded English vocabulary.
received training on research methodologies.
gained proficiency in scholarly writing.
broadened understanding of educational theories.

Q12 Regarding the economic aspects of your journey in the M.Ed. program, you...

improved pedagogical expertise.
gained intercultural communication skills.
developed leadership competence.
acquired field experience.
built career networks.
learned about employment paths.
found the M.Ed. degree not very useful.
gained valuable qualifications.
explored opportunities for professional development.

Q13 Regarding the social aspects of your journey in the M.Ed. program, you...

expanded knowledge on international topics.
demonstrated genuine understanding on cultural issues
learned how to balance diverse perspectives.
gained confidence in communicating in English in social settings.
stayed in your own lingual community.
built international friendships using English.
have not changed much regarding adopting Canadian cultural practices.
increased sense of belonging to Canadian society.

learned about Canadian heritage.

Q14 Describe positive experiences you have had regarding the M.Ed. program you are attending or have attended.

Q15 Describe negative experiences you have had regarding the M.Ed. program you are attending or have attended.

Q16 Please include any other information about your M.Ed. program that would help with this research on the internationalization of Canadian higher education.

Appendix D Administrators, Staff, and Instructor Demographics

Participant Characteristics	N	Percent
1. Role		
Admin & staff	6	15%
Faculty (tenured)	16	40%
Adjunct & Sessional instructor	18	45%
2. Years of experience		
5 years or less	21	52.5%
6-10 years	12	30%
11-15 years	5	12.5%
Over 15 years	2	5%
3. International experience		
No international experience	14	35%
One type of international experience	8	20%
Two types of international experience	9	22.5%
Three types of international experience	8	20%
Missing	1	2.5%
4. Dominant institutional rationale		
Social rationale	8	20%
Economic rationale	18	45%
Academic rationale	10	25%
Missing	4	10%
5. Awareness of preparation courses in program		
Yes	26	65%
Maybe	7	17.5%
No	6	15%
Missing	1	2.5%
6. Awareness of agent collaboration in program		
Yes	19	47.5%
Maybe	8	20%
No	12	30%
Missing	1	2.5%

Appendix E Selected Pseudonyms and Roles

Pseudonym	Role
Campbell	Admin/staff
Nova	Admin/staff
Blake	Admin/staff
Mackenzie	Admin/staff
Brett	Instructor
Terry	Instructor
Monroe	Instructor
Kirby	Instructor
Jordan	Instructor
Addison	Instructor
Marley	Instructor
Lee	Instructor
Jamie	Instructor
Grey	Instructor
Duncan	Instructor
Wynn	Student
Jude	Student
Willow	Student
Rain	Student
Toby	Student
Skyler	Student
Robin	Student
Taylor	Student
Arlie	Student
Leslie	Student
Brooklyn	Student
Darcy	Student
Bailey	Student
Billie	Student
Shelby	Student
Rory	Student
Charlie	Student
Peyton	Student

Appendix F Top Three Strategic Priorities

	First Priority	Second Priority	Third Priority
1	Student success	DEI	Academic excellence
2	Internationalization	DEI	Student success
3	Student success	Research excellence	Academic excellence
4	Student success	Research excellence	Sustainability goals
5	Academic excellence	Student success	Research excellence
6	Student success	Community engagement	Academic excellence
7	Academic excellence	Student success	Research excellence
8	Academic excellence	Research excellence	Internationalization
9	Student success	DEI	Academic excellence
10	Sustainability goals	Community engagement	Internationalization
11	Financial remuneration		
12	Student success	Academic excellence	Internationalization
13	Student success	Academic excellence	DEI
14	Student success	Sustainability goals	Research excellence
15	Student success	Academic excellence	DEI
16	Student success	Academic excellence	Internationalization
17	Student success	Academic excellence	DEI
18	Open access & open education	Internationalization	Sustainability goals
19	Student success	Academic excellence	Research excellence
20	Internationalization	DEI	Student success
21	DEI		
22	Student success	DEI	Community engagement
23	Student success	DEI	
24	Student success	DEI	
25	DEI	Student success	Internationalization
26	Student success	Academic excellence	Internationalization
27	DEI	Student success	Research excellence
28	Research excellence	Academic excellence	Student success
29	Student success	Decolonization	Community engagement
30	Student success	Community engagement	DEI
31	Internationalization	Research excellence	DEI
32	Student success	DEI	Research excellence
33	Student success	DEI	Internationalization
34	Student success	Academic excellence	DEI
35	Student success	Internationalization	Academic excellence
36	DEI	Student success	Academic excellence
37	Academic excellence	Research excellence	Community engagement
38	Academic excellence	Student success	DEI

Appendix G Descriptives of Scale Items (Administrators and Staff Members)

	Item text	N	Median	IQR
Q9 Regarding the academic aspects of the M.Ed. program, I believe our program...	Q9A incorporates an international dimension in teaching.	6	5.0	1.25
	Q9B advances curriculum standards.	6	5.0	1.75
	Q9C promotes active participation in class.	6	6.0	1.25
	Q9D incorporates an international dimension in research.	6	5.0	1.25
	Q9E creates opportunities for international research partnerships.	6	4.0	1.75
	RE Q9F does not raise institutional research impact.	5	5.0	3.00
	Q9G enriches the educational journey of all students.	6	5.0	1.00
	Q9H provides instructors with international experiences.	5	4.0	1.00
	Q9I elevates the overall learning environment on campus.	6	5.0	0.25
Q10 Regarding the economic aspects of the M.Ed. program, I believe our program...	Q10A adds to the diversity of student body on campus.	6	6.0	0.25
	Q10B increases institutional competitiveness.	6	5.0	1.25
	Q10C promotes institutional brand worldwide.	6	5.5	1.25
	Q10D acts as a means of revenue generation.	6	5.5	1.25
	Q10E fulfills enrollment goals.	6	5.5	2.00
	Q10F contributes to department development.	6	5.5	1.25
	Q10G boosts local economy.	6	5.5	1.25
	Q10H attracts potential immigrants	6	6.0	1.00
	Q10I prepares graduates for labor market.	6	5.0	2.00
Q11 Regarding the social aspects of the M.Ed. program, I believe our program...	Q11A fosters understanding on international topics.	6	4.5	2.00
	Q11B addresses cultural issues.	6	5.0	1.25
	Q11C balances diverse perspectives.	6	5.0	1.00
	Q11D enriches local cultural scene.	6	5.5	1.25
	RE Q11E does not encourage students to get involved in local community	6	5.0	1.00
	Q11F nurtures inclusivity among community members.	6	5.0	0.50
	Q11G promotes Canadian cultural practices among students.	5	5	1.50
	Q11H increases students' sense of belonging to Canadian society.	6	4.5	1.25
	Q11I educates students about Canadian heritage.	6	4.5	1.25

Appendix H Descriptives of Scale Items (Instructors and Students)

Item text	M (all)	SD (all)	M (students)	SD (students)	M (instructors)	SD (instructors)
Q9A_learned_ideas_readings	5.2	1.0	5.2	1.1	5.2	0.8
RE_Q9B_Stuggle_comprehension	3.7	1.5	4.0	1.5	2.9	1.3
Q9C_active_participation	5.2	0.9	5.3	1.0	4.9	0.7
Q9D_Practice_English	5.0	1.1	5.0	1.2	5.0	0.7
Q9E_Academic_English	5.0	1.1	5.0	1.1	5.1	0.9
Q9F_English_vocab	5.2	1.1	5.2	1.1	5.1	0.8
Q9G_Research_methods	5.2	1.0	5.2	0.9	5.0	1.1
Q9H_scholarly_writing	5.2	0.8	5.3	0.8	5.0	0.8
Q9I_edu_theories	5.3	0.8	5.3	0.8	5.3	0.8
Q10A_pedagogical_competence	4.8	1.1	4.8	1.1	5.0	0.9
Q10B_Intercultural_communication	5.2	0.9	5.2	0.8	5.0	1.0
Q10C_leadership	4.7	1.1	4.8	1.2	4.4	0.8
Q10D_field_exp	3.9	1.6	4.0	1.7	3.5	1.3
Q10E_Career_network	3.8	1.3	3.9	1.4	3.7	1.2
Q10F_employment_paths	3.9	1.3	3.9	1.4	3.9	1.0
RE_Q10G_MEd_useless	4.0	1.5	3.9	1.5	4.2	1.4
Q10H_gain_qualifications	4.3	1.2	4.2	1.3	4.3	1.0
Q10I_professional_development	4.2	1.2	4.2	1.3	4.0	1.1
Q11A_international_topics	4.9	0.9	4.9	0.9	4.9	0.7
Q11B_understand_cultural_issues	4.9	0.9	5.0	0.9	4.9	0.7
Q11C_balance_perspectives	5.0	0.8	5.1	0.8	4.9	0.8
Q11D_social_English	5.1	0.8	5.1	0.9	5.2	0.7
RE_Q11E_Lingual_community	3.8	1.5	3.9	1.6	3.3	1.1
Q11F_INTL_friendships	4.9	1.0	5.0	1.0	4.6	0.7
RE_Q11G_Adopt_Canadian_culture	3.8	1.3	3.6	1.4	4.4	0.9
Q11H_increase_sense_belonging	4.3	1.2	4.4	1.2	4.2	1.0
Q11I_CA_heritage	4.6	1.1	4.6	1.2	4.4	0.9

Appendix I Original Three Factor Rotated Factor Matrix

Items	Factor 1	Factor 2	Factor 3
Q9D_Practice_English		0.45	
Q9E_Academic_English		0.60	
Q9F_English_vocab		0.50	0.35
Q11A_international_topics	0.51	0.52	
Q11B_understand_cultural_issues	0.37	0.58	
Q11C_balance_perspectives		0.76	
Q11D_social_English	0.35	0.52	
Q9H_scholarly_writing		0.44	
Q9I_edu_theories		0.32	
Q9C_active_participation	0.36	0.34	0.33
Q10A_pedagogical_competence	0.48		
Q10B_Intercultural_communication	0.56	0.47	
Q10C_leadership	0.66		
Q10D_field_exp	0.58		
Q10E_Career_network	0.78		
Q10F_employment_paths	0.78		
Q10H_gain_qualifications	0.66		
Q10I_professional_development	0.70		
REQ11E_go_out_lingual_community			0.63
Q11F_INTL_friendships		0.33	0.47
REQ11G_adopt_Canadian_culture			0.39
Q11H_increase_sense_belonging		0.30	0.36
Q9A_learned_valuable_ideas_from_course_readings			0.34
REQ9B_did_not_struggle_in_comprehension			0.58
REQ10G_MEd_useful			0.38
Q9G_Research_methods			0.33
Q11I_learned_about_CA_heritage			

Note. Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

Rotation converged in 5 iterations.

Appendix J Ethics Clearance



Queen's University General Research Ethics Board (GREB)

GREB Initial Ethics Clearance

October 17, 2023

Ms. Xu
Faculty of Education\Unit REB Education
Queen's University

TRAQ #: 6039717

Study Title: "An examination of Master of Education programs at Canadian universities: Articulation and implementation of internationalization"

Date Ethics Clearance Issued: October 17, 2023

Ethics Clearance Expiry Date: October 17, 2024

Dear Ms. Xu:

The General Research Ethics Board (GREB), by means of a delegated board review, has cleared your proposal entitled "An examination of Master of Education programs at Canadian universities: Articulation and implementation of internationalization" for ethical compliance with the Tri-Council Guidelines (TCPS 2) and Queen's ethics policies. In accordance with the Tri-Council Guidelines (Article 6.14) and Standard Operating Procedures (405), your project has been cleared for one year.

Renewals: An annual renewal event form or a study closure event form must be submitted annually as per the TCPS 2 Article 6.14. As a courtesy, the Office of Research Ethics Compliance may send reminders 30 days in advance of the ethics clearance expiry date. All lapses in ethics clearance will be documented on the annual renewal clearance letter. A Suspension letter may be issued for lapses in ethics clearances, with subsequent termination and closure of the ethics file for lapses greater than 10 business days.

Completion/Termination: The GREB must be notified of the completion or termination of this study through the submission of a study closure event form in TRAQ. This should be submitted at the time of completion; there is no need to wait until the annual renewal due date.

Amendments: No deviation from, or changes to the protocol, informed consent form and conduct of study should be initiated without prior written clearance or an appropriate amendment event from the GREB, except when necessary to eliminate immediate hazard(s) to study participants or when the change(s) involves only administrative or logistical aspects of the study. For example, you must report changes to the level of risk, applicant characteristics, and implementation of new procedures. To submit an amendment form, access the application by at <http://www.queensu.ca/traq/signon.html>; click on "Events;" under "Create New Event" click on "General Research Ethics Board Request for the Amendment of Approved Studies." Once submitted, these changes will automatically

be sent to the Ethics Coordinator, GREB, at University Research Services for further review and clearance by GREB or the Chair, GREB.

Adverse Events: You are reminded of your obligation to advise the GREB of any adverse event(s) that occur during this one-year period (access this form at <http://www.queensu.ca/traq/signon.html/>; click on "Events;" under "Create New Event" click on "General Research Ethics Board Adverse Event Form"). An adverse event includes, but is not limited to, a complaint, a change or unexpected event that alters the level of risk for the researcher or participants or situation that requires a substantial change in approach to a participant(s). You are also advised that all adverse events must be reported to the GREB within 48 hours.

On behalf of the General Research Ethics Board, I wish you continued success in your research.

Sincerely,

A handwritten signature in black ink, appearing to read "Jacob Browne". The signature is written in a cursive style with a large initial "J".

Chair, General Research Ethics Board (GREB)
Associate Professor and Distinguished Faculty Fellow of Marketing
Master of Digital Product Management
Smith School of Business
Queen's University
chair.GREB@queensu.ca



To: Han Xu
Faculty of Education

Protocol Number: REB Ref # 6012264

Title: An examination of Master of Education programs at Canadian universities: Articulation and implementation of internationalization

Date Approved: October 25, 2023

End Date: One year from date of approval

This research proposal review and approval by the Queens University Research Ethics Board (REB) is acknowledged by the UPEI REB and it complies with the Tri-Council guidelines for research involving human participants. Please be advised that the Research Ethics Board currently operates according to the Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (2018) and applicable laws and regulations.

It is your responsibility to ensure that the Annual Renewal and Amendment Form for Approved Studies is forwarded to Research Services prior to the renewal date. The information provided in this form must be current to the time of submission and submitted to Research Services not less than 30 days prior to the anniversary of your approval date. The Renewal/Amendment form can be found and completed in your UPEI Researcher Portal account (<https://upei.researchservicesoffice.com/Romeo.Researcher/>).

The Research Ethics Board advises that IF YOU DO NOT return the completed Ethics Renewal form prior to the date of renewal:

- Your ethics approval permit will lapse;
- You will be required to stop research activity immediately;
- You will not be permitted to restart the study until you reapply for and receive approval to undertake the study again.

Lapse in ethics approval may result in the interruption or termination of funding.

Any proposed changes to the study must also be submitted on the same form to the UPEI Research Ethics Board for approval. Notwithstanding the approval of the REB, the primary responsibility for the ethical conduct of the investigation remains with you.

Sincerely,

Jessica Strong, Ph.D.
Chair, UPEI Research Ethics Board



THOMPSON RIVERS UNIVERSITY

Letter of Acceptance of Human Research Ethics Review

October 31, 2023

Study Title: *An examination on Master of Education programs at Canadian universities: Articulation and implementation of internationalization*

Principal Investigator: Han Xu

Dear Ms. Xu,

Thank you for submitting a human research ethics application for review by the Thompson Rivers University (TRU) Research Ethics Board (REB). The TRU REB has accepted the review of the Queen's University REB in accordance with The Tri-Agency Panel on Research Ethics proposed policy guidance for harmonized ethics review of multijurisdictional minimal risk research. The goal of this proposed guidance is to promote the expeditious review of research while maintaining appropriate protections for research participants. The TRU REB recognizes Queen's University as compliant with the Tri-Council policy Statement: Ethical Conduct for Research Involving Humans and has approved the research protocol as outlined in Research Ethics Approval Letter dated **October 31, 2023**. TRU approval is for one year ending **October 31, 2024**.

Please forward any approvals from other institutions which may be involved in this research.

Please submit any changes to the study protocol and/or study materials to the TRU REB for consideration and acknowledgement.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Stevenson'.

Dr. Rochelle Stevenson

Chair, Research Ethics Board

Thompson Rivers University

TRU-REB@tru.ca

rstevenson@tru.ca

Direct: 250-371-5519

TRU Research Ethics Board
805 TRU Way, Kamloops BC V2C 0C8 Canada | 250-828-5000 | TRU-reb@tru.ca | tru.ca