

**INTERNATIONALIZATION AND THE UNDERGRADUATE
STUDENT EXPERIENCE:
HOW DOMESTIC STUDENTS EXPERIENCE INTERACTION
WITH INTERNATIONAL STUDENTS**

by

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**A thesis submitted in conformity with the requirements
for the degree of Doctor of Philosophy
Graduate Department of Theory and Policy Studies in Education
Ontario Institute for Studies in Education
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ABSTRACT

Working in a university setting, I have learned a great deal from the diverse experiences and knowledge that students bring. I have often wondered whether students learn as much from each other. In this study, I explore the interactions between domestic and international university students as an “internationalization at-home” (IaH) strategy that has the potential to impact most students on a given campus, as opposed to “mobility” focused strategies (where students travel abroad to study) that benefit only a minority of the student population.

Guided by student involvement theories and using a qualitative, grounded theory approach to explore the experiences of domestic students at a Canadian university, I conducted six focus group discussions followed by 12 individual, in-depth interviews with two members from each focus group at the three University of Toronto campuses. The research findings revealed that the university embodies substantial structural cultural diversity, making the campus environment a fertile ground for cross-cultural interactions among students. As a result of studying in a richly diverse environment, the respondents were aware of the cultural complexities of campus life and demonstrated a global mindset, which is a prerequisite for internationalization.

The study established that domestic students’ redefined the identity of international students to include domestic students with diverse international experience. Interactions between domestic

and international students have positive, negative and neutral impacts with positive impacts outweighing the others. Respondents reported that they had gained more intercultural skills and knowledge than family and friends since joining the university because there are more opportunities for interaction at various learning sites inside than outside the university. However they pointed to the need for more university facilitated opportunities.

The findings point to the need for the university to amplify its capacity to measure diversity and support cross-cultural interactions through policy driven, planned and sustained programmatic interventions. Findings justify the need to use domestic students with diverse international experiences as a resource to internationalize the campus as well as to establish multicultural policies and practices inline with increasing diversity on campus. Recommendations focus on the majority of the students who remain at-home.

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DEDICATION

To my Dad, Elias Maina Githaiga.

Dad, you encouraged me every step of the way.

May the completion of my doctoral program bring to you a sense of accomplishment.

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Acronyms

AUCC – Association of Colleges and Universities of Canada

GTA – Greater Toronto Area

IaH – Internationalization at-home

IAU – International Association of Universities

NSSE – National Survey of Student Engagement

OECD – Organization of Economic Co-operation and Development

UNESCO – United Nations Educational, Scientific and Cultural Organization

UTM – University of Toronto Mississauga

UTSC – University of Toronto Scarborough

CHAPTER 1:

INTRODUCTION AND OVERVIEW

Introduction

This chapter begins with a brief background highlighting two main aspects of internationalization, namely, the “at-home” focus and the “cross-border focus.” Internationalization at-home-IaH encompasses all internationally related activities and strategies within an institution that are aimed at reaching all students, staff and faculty. A cross-border focus encompasses internationally related activities and strategies that involve movement of people (students, staff and faculty) and programs beyond the national boundaries. I identify the at-home focus as the base on which this study is founded. I then introduce the thesis topic and outline the research questions as well as the objectives. In this chapter, I also explain the importance of the study at both the practice and policy levels. The chapter ends with a brief summary of the issues covered in the chapter.

Background

There is broad agreement among scholars and practitioners that internationalization is no longer merely an option, but an urgent necessity (Mestenhauser, 2005). The 2005 International Association of Universities (IAU) global survey confirms that the internationalization of higher education has moved from the margins of policy making at most institutions to becoming a more fundamental element in determining institutional development (Knight, 2006). The growing importance of internationalization has gained the attention of institutional leaders and decision-makers. Globally, many countries are taking a more planned approach to addressing this need.

Since the early 1990s, the Association of Universities and Colleges of Canada (AUCC) has tracked international activities within its member institutions. The aim has been to develop an understanding of how international activities continue to contribute to the integration of an international and intercultural dimension into universities' missions, which have traditionally encompassed teaching, learning, research and community service.

Mobility for the purposes of enhancing international experience among students has two dimensions, that of domestic students going to international destinations (outgoing mobility) and that of international students coming to domestic institutions (inbound mobility). Domestic student and faculty mobility has continued to be the leading international activity across institutions in Canada. Student mobility, mainly through study-abroad programs, has enabled Canadian students to gain international experience. The goals of the study abroad programs are (a) to develop responsible and engaged global citizens, (b) to strengthen students' international understanding, knowledge and perspectives on global issues, and (c) to develop students' international cultural awareness and skills (AUCC, 2001).

While outgoing mobility can have a large impact on internationalization, it remains limited for several reasons including financial ones. Based on a 2006 survey conducted by AUCC, only about 2.3 % of the students in Canadian universities are able to afford study abroad programs. This is about 17,850 out of 813,515 full-time students (AUCC, 2007b, p. 4). This is an increase of about 1% since the 2000 report in *Progress and Promise* (Knight, 2000).

According to the 2007/2008 ERASMUS¹ report, about 4.32% of all graduates participated in study abroad (European Commission, 2010, p. 16).

¹ The **ERASMUS** -*European Region Action Scheme for the Mobility of University Students*. It is a student exchange programme established in 1987. One of the specific objectives of the programme is to improve the quality

In the last decade, Bengt Nilsson (2003) at Malmo University in Sweden developed a new approach to internationalization, namely internationalization at-home (IaH). IaH was established as a result of the failure to provide an international experience to the majority of students through outgoing mobility programs such as Erasmus in Europe. This approach addresses the remaining 97% or more of the student population that does not benefit from mobility based programs to gain an international experience.

According to the Citizenship and Immigration Canada official website “More than 130,000 students come to study in Canada every year. . . foreign students bring a rich culture to our classrooms”². The potential social benefit associated with the presence of international students is highlighted by various lobby groups including the Association of Colleges and Universities of Canada (AUCC, 2001, 2007b). In 2005, former Ontario Premier Bob Rae called for an increase in the number of international students studying in Ontario. He supported this call by asserting that “they enrich the post-secondary experience for all students” (Rae, 2005, p.58). In 2001, the AUCC published a paper entitled “On the Importance of International Students to Canada”, as a follow-up to the deliberations of the Standing Committee on Citizenship and Immigration Canada in the Immigration and Refugee Protection Act (SCCIC) or Bill C-11. In this response, the AUCC provided three reasons for the recruitment of international students as follows:

1. Canadian universities are increasingly looking to internationalize their campuses, and international students play a pivotal role in this regard, in terms of bringing both an international outlook and more diversity to the classroom.

and to increase the volume of student and teaching staff mobility throughout Europe, so as to achieve at least 3 million student and teacher exchanges by 2012.

² The website of *Citizenship and Immigration Canada* is usually the first point of contact for foreign students planning to study in Canada. It highlights the immigration procedures and process. It presents and markets the country as a destination of choice. (Ministry of citizenship and immigration Canada, np)

2. International students bring significant economic benefits. They provide additional revenue for the universities which support the academic endeavor. International students' expenditures in local communities (e.g., housing, food, books, etc.) provide multiple economic spin-offs.

3. Canada is falling behind when it comes to international student recruitment. Other countries are benefiting from a coherent international student recruitment strategy, investment in promotion, and competitive approaches to immigration policies and practices. (AUCC, 2001, p. 1)

While the benefits of including international students within higher education institutions are widely recognized only a few studies have focused on interaction between domestic and international students (some of which are analyzed in Chapter 2). Fewer studies examine educational practices related to learning about and from diversity in a university setting (Andres, 2004; Fisher, 2007). In addition, the degree to which the internationalization rhetoric represents real change in Canadian universities remains to be determined (Bond, 2003).

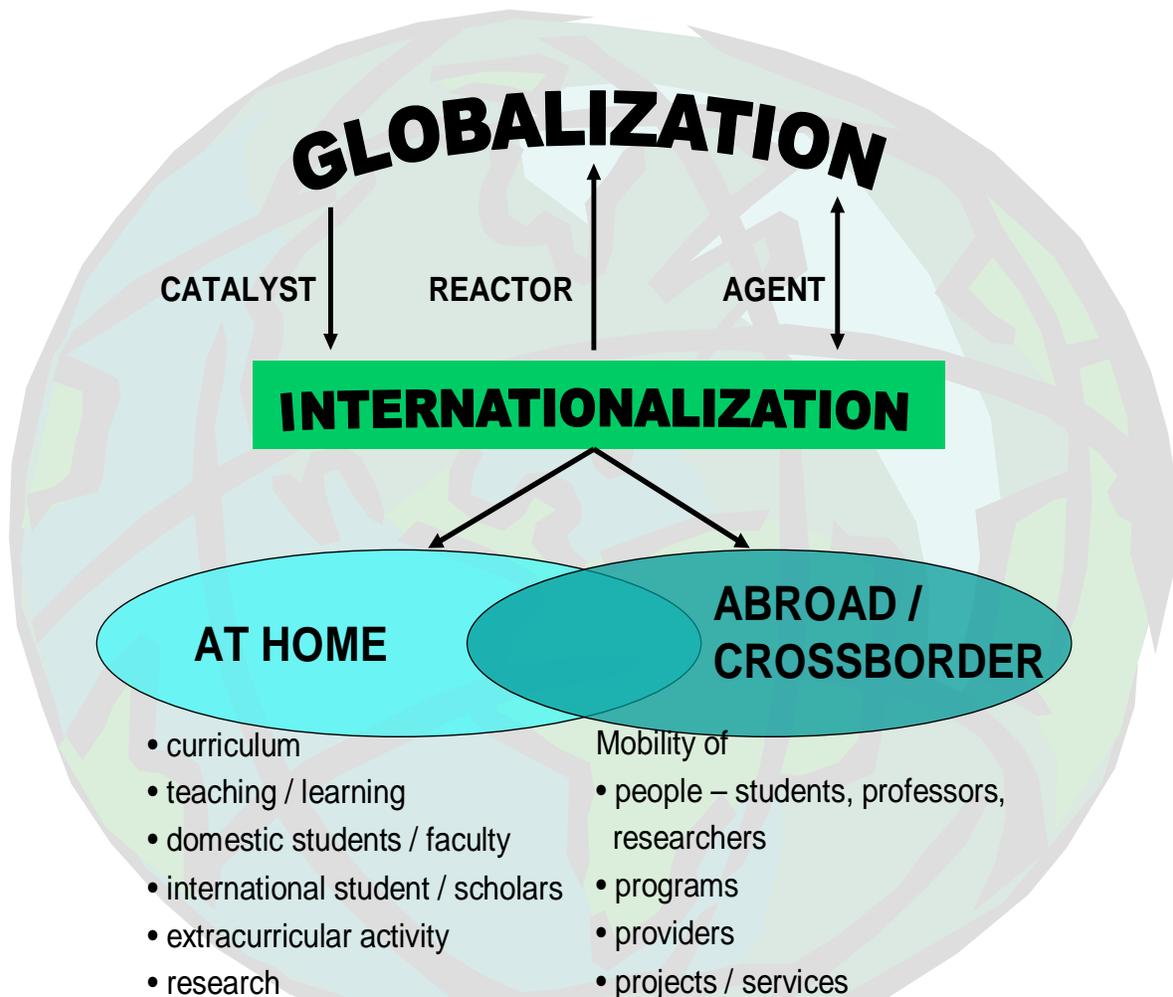
Research Focus

This research generally focuses on international students studying at Canadian institutions and in particular on their contribution to internationalizing higher institutions from within. This means a focus on an existing “internal resource” that an institution, such as the University of Toronto, can use to internationalize its campus. This research specifically examines internationalization at the level of the individual undergraduate student within a university. This aspect of internationalization does not focus on cross-border activities as such, but rather on what has come to be known as, “internationalization at-home” (IaH), i.e., the impact of international students on the home students (domestic) in their home institution.

The schematic diagram in Figure 1 represents the relationship between globalization and internationalization and the two broad perspectives of internationalization. Within the arena of

internationalization at-home, the focus of this thesis, this study zeroes in on the interaction between domestic and international students and explores domestic students' experiences in interacting with international students at a university.

Internationalization Schematic Diagram



*Figure 1. Internationalization Schematic Diagram. Based on Jane Knight's ideas in her book *Higher Education in Turmoil: The Changing World of Internationalization 2008*.*

Internationalization in this schematic diagram is presented as having two broad perspectives, the 'at-home' and 'cross-border' perspectives. In the at-home focus, the author lists the international related activities that happen within an institution that do not require mobility of domestic students, staff or faculty. In the cross-border perspective the author highlights various international related activities that require mobility of people, programs, providers or projects and services across borders. The diagram also highlights the fact that there exists an over-wrap between the two perspectives.

Research Setting

I have chosen the University of Toronto as the study site and explore the interaction between domestic and international students as an aspect of internationalization at-home (IaH). The research studies the experiences of senior year domestic students as they interact with international students, and examines the impact of such interactions. I set the stage with a brief summary of background information regarding the enrolment of international students at the University of Toronto.

The population of undergraduate international students at the University of Toronto has grown steadily in recent years. In the 1998–1999 academic year, the international student population was 1,261, 2.7% of the total undergraduate population. In the 2008-2009 academic year, the number of international students reached 6,233, 10.4% of the total student population. In the last 10 years, the number of undergraduate international students has increased more than fivefold. This number is projected to increase to 11.6% of the total undergraduate population by the 2013-2014 academic year (University of Toronto Enrolment Report 2008-2009).

It is worth noting that it is not just the population of international students that is growing at the University of Toronto, but also the number of countries where they come from. Growth in terms of the number of international students is projected on all the three of the University of Toronto campuses. This information sets the stage to ask the core questions that this research will attempt to answer.

The Research Questions

The central question for investigation in this research is as follows: How do domestic students experience interaction with international students and what effects does this interaction have on their learning³? In this study “learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience” (ACPA & NASPA 2004 P.5). The study focuses on the University of Toronto’s senior year domestic undergraduate students on its three main campuses. To answer the central question, the research addresses the following sub-questions:

1. To what extent do international students influence (positively or negatively) domestic students, particularly outside the classroom?
2. What are the impacts⁴ of interactions between international and domestic students on domestic students?
 - a. to what extent do international students stimulate domestic students to interact with people from other cultures/nations?
 - b. to what extent are domestic students’ motivations to explore possibilities outside

³ I did not define learning to my respondents. Because I am using a grounded theory approach I instead opted to have them describe learning in their own language. Appendix E contains power words used by respondents to describe learning.

⁴ Appendix E contains power words used by respondents to describe impacts of interactions

Canada facilitated by interaction with international students?

3. To what extent does the university facilitate interaction between domestic and international students?

Research Objectives

This research is ultimately helping achieve the following five research objectives

1. To identify the ways in which international students affect learning environments from the perspectives of domestic students, especially in learning environments beyond the classroom.
2. To establish the extent to which domestic students' motivation to have an international experience is influenced by their interaction with international students.
3. To explore and clarify the role of the university in facilitating interaction between domestic and international students.
4. To establish whether the perceived benefits of the presence of international students are realized by domestic students.
5. To determine whether domestic students have opportunities to interact with people from diverse backgrounds outside the university.

Significance of the Study

My motivation to explore the area of internationalization in higher education, in general, and the influence of international students on the experiences of domestic students, in particular, has been stimulated by years of interaction with domestic and international students in Canada

and abroad. These experiences are outlined in the following subsections of the chapter. There are several reasons why this study is valuable.

Lack of Research Evidence to Support Rhetoric

Enrolment of international students in Canadian colleges and universities is growing significantly. In the past few years, Canada has introduced several policies aimed at attracting more international students to study in Canada and has made it possible for them to apply for permanent residence status or work in Canada upon graduation. A lot has been said to justify the recruitment and enrolment of international students. Many institutional heads have repeatedly stated that international students enrich their campuses (AUCC, 2007b). In many instances, scholars and government officials alike have asserted that international students bring several benefits to the country and the campuses, including economic and cultural enrichment benefit. However, there is little research evidence to support many of these claims.

My experience of working with international and domestic students, both in Canada and abroad, suggests that less interaction occurs between the two groups than one may assume. Furthermore, I have found no significant data within the university, or elsewhere, that demonstrates whether the goal of internationalization through recruitment of international students is being realized or not. Does the rhetoric concerning the assumed benefits of recruiting international students match reality? To answer this question, it is pertinent to ask the assumed beneficiaries of such interactions, namely the domestic students themselves. It seems, however, that some effort has been made to engage the voice of domestic students in the discussion on internationalization but certainly more research is needed in this area.

The Intersection of Multiculturalism with Internationalization

In Canada, the interaction between domestic and international students on campuses can be examined through the wider lens of diversity and multiculturalism. According to the 2001 and 2006 census data, Toronto has the largest immigrant population in Canada, with about 44% of its population born outside Canada (Statistics Canada, 2001). Furthermore, in 2006, 95.9% of the visible minority population lived in a metropolitan area, compared with 68.1% of the total population in Canada (Statistics Canada, 2009). The Canadian Council on Learning (2004) noted that “in a country as multiculturally complex as Canada, an added benefit of an educated population is a greater appreciation of diversity, which results in stronger social cohesion and increased inclusion” (p.v).

In a highly multicultural society like Canada, and particularly in the Greater Toronto Area (GTA), where students can easily interact with people from diverse backgrounds within and outside the university, what is the compelling rationale for recruitment and enrolment of international students? Are there cultural, educational, social, or other unique benefits that international students bring to post secondary institutions in Canada that domestic students from diverse backgrounds do not already bring to the campus? These questions have yet to be explored in depth. Furthermore, as institutions continue to embrace inbound mobility, does the advantage of having international students to “enrich the educational experience” diminish?

In Canada, the issue of international student strategy and/or policy is not new. In 1986, the Council of Ministers of Education, Canada (CMEC) highlighted the decision making risk that policy makers may run into as a result of relying more on opinion than on facts. More than 24 years have passed since this call for more data to inform policy in this area. This research aims to make a contribution and fill some gaps in research on the internationalization of higher education

institutions in Canada for policy makers, institutional recruitment teams, faculty, and student life practitioners. Domestic as well as international students will benefit from the findings of this research.

Organization of the Thesis

This first chapter of the thesis is introductory; in it I define the research area and the background for this study, and set forth the main research questions. In chapter 2, I present a review of relevant literature, identify the gaps in research addressed in this study, and underscore relevant findings in the area. In chapter 3, I outline the methodology employed in this research to generate and analyze data. I describe the research site, the research procedures, and the instruments used to analyze data. In chapter 4, I present the research findings organized around key themes derived from the research questions. In chapter 5, I highlight the implications of the principal findings for policy and practice, as well as relate the findings to relevant literature in the area. In the final chapter I present my conclusions, recommendations, and suggestions for further research.

Chapter Summary

In this chapter, I provide a brief background to this study, locating it within the larger context of the internationalization of higher education. I highlight two broad aspects of internationalization, namely, the cross-border mobility focus and the internationalization at-home focus, identifying Internationalization at-home (IaH) as the focus of this research. I then outline the research questions and objectives and discuss the significance of the study.

It is important to note that IaH overlaps with the area of the cross-border mobility focus (see Figure 1), since international students cross-borders in order to study in Canadian

universities. It is also important to note that the “at- home focus” has many other aspects that are not the focus of this study. This thesis focuses on a particular aspect/strategy of internationalization at-home: the interaction between domestic and international students at the University of Toronto. The perspective of domestic students’ experiences is explored at the institutional level. In the following chapter, I discuss existing literature that examines the interaction between domestic and international students.

CHAPTER 2: LITERATURE REVIEW

Introduction

The literature on internationalization of higher education is remarkably broad. For the purpose of this study, I focus on literature relevant to the areas of internationalization at-home and the interaction between domestic and international students. I begin this review with a brief outline of the key concepts of globalization and internationalization within a higher education context. A working definition of internationalization is offered and the development of internationalization in Canadian higher education is explored. I then examine the literature on internationalization at-home (IaH), with particular focus on the interaction among students. This is followed by a review of literature specific to the interaction between domestic and international students in the past decade. Finally, I consider theories of student development put forward by Alexander Astin, John C. Weidman, and Arthur Chickering. The literature reviewed below provides a foundation for understanding the development and practice of internationalization, in general, and IaH, in particular.

Globalization and Internationalization in Higher Education

Although internationalization is currently a popular focus in many higher education settings, it is not a new concept. It has a long and complex history in institutions of higher education. Yet, the scope, definitions, and grounds for discussion in this area have been diverse. For example, universities are influenced by several forces within the society, and are challenged to remain relevant by responding to changes within the larger community (Trow, 1972).

In the past century, in response to external societal demands, universities have been progressively transformed from elite institutions to mass and universal higher education (Trow, 1972). This transformation has provided access to more diverse and less traditional participants. The increase in access to universities presents both a challenge and an opportunity for higher education institutions. Before the turn of the 21st century, as Altbach (1997) noted, “universities faced a variety of challenges, many of them stemming from their success” (p.1). One such challenge is internationalization. Globalization, one could argue, is another.

Globalization

Globalization has been defined as “a process that is increasing the movement of people, cultures, values, knowledge, technology, and economy across borders, resulting in an interconnected and interdependent world” (Knight, 2006, p.18). In 2003, the International Association of Universities (IAU) identified globalization as a thematic priority area in the realm of higher education (UNESCO, 2003). Globalization, according to the IAU, refers to the changing context of higher education. These changes demand a response if higher education is to remain relevant. “Relevance should be assessed in terms of fit between what society expects of institutions and what they do” (UNESCO, 2003, p.1).

Institutions of higher learning have responded to the challenges presented by globalization in a variety of ways. The differences among them are reflected in their mission statements, policies, administrative structures, and activities, such as curricular reform, recruitment, expanded enrolments, and new faculty appointments.

Internationalization

Globalization and internationalization have different meanings although they are sometimes used interchangeably. Many scholars have viewed internationalization as tied to globalization. Some believe it is a response to the demands of globalization. Heyward (2000) asserts that internationalization can be viewed as an intentional national response to globalization. Elliot (1998), states that it is a systematic sustained effort by governments to make higher education institutions more responsive to the challenges of globalization. Either way, higher education institutions face the challenges raised by the changing context and struggle to remain relevant by equipping their citizens with the skills necessary for a competitive international/global community. Internationalization within a higher education setting is widely referred to as a process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education (see Knight, 2004, 2008). This definition highlights the notion of integrating the international and intercultural dimensions of education; internationalization, as such, is also about the diversity of cultures that exists within institutions, classrooms, and communities. The belief that the world is right at one's doorstep and that within the process of internationalization, institutions can also focus on aspects of cultural diversity within their communities as an opportunity that holds promise for the majority of students who do not have the opportunity to travel abroad.

This definition of internationalization also incorporates the various levels in which it occurs, namely, the national, sectoral, and institutional levels. This study views internationalization beyond these three levels and explores it at the individual level within an institution. It focuses on the interaction between domestic and international students as an at-home process of internationalization.

Internationalization in the Canadian Higher Education System

In this day and age, it would be hard to find a Canadian university or college that has not devoted thought, and sometimes action, towards internationalization. Internationalization has become a priority for Canadian universities and colleges. Why internationalize Canadian institutions? What processes have taken place towards this end? Who is championing internationalization in Canada and what challenges exist? While this literature review may not comprehensively answer all the questions listed above, I provide some answers in order to situate this research within the context of Canadian internationalization.

Unlike many industrialized countries, Canada does not have an integrated federal or national educational system. Responsibility for education is usually exercised through a provincial department or ministry of education. The 13 provincial and territorial jurisdictions in Canada are, therefore, responsible for the organization, delivery, and assessment of education. This amounts to a fractured international education policy, involving many groups, sectors, and people (Bond & Scott, 1999). However, “several federal departments invest in specific international education program initiatives within their overall policy framework” (Roopa & Jones, 2007, p.12). Some within Canada believe that a national system is needed to provide policy coordination and communication across federal departments and agencies, while others do not.

As a result of the highly decentralized set of administrative structures, the rationale for internationalization is usually set at the institutional level. Processes and approaches significantly differ from one institution to another; “institutions vary in terms of the role of internationalization in strategic plans, priorities, the level of institutional investment, and the overall approach” (Roopa & Jones, 2007, p.13). Knight describes this as a bottom-up

internationalization process (2004). Consequently, it is difficult to make generalizations about internationalization efforts, even at the provincial level. Since the Association of Universities and Colleges of Canada (AUCC) began surveying its member institutions, the generally accepted rationale for internationalization has remained the same: “to prepare graduates who are internationally knowledgeable and interculturally competent” (Knight, 1996, p. 8).

Findings from the 2006 Survey of Internationalization of Canadian Campuses and AUCC data on key trends in internationalizing Canadian campuses from 2000 to 2006, demonstrate that internationalization is now an integral part of Canadian universities’ institutional strategies, organizational approaches, and expected learning outcomes for students. Universities readily acknowledge that “providing students with international and intercultural skills is a core mandate or at least a very important responsibility of their institutions” (AUCC, 2007a, p. 3).

Strategies and Measures

In addition, the data show that universities are investing in the process of internationalization and are employing concrete measures to implement various strategies. Among other initiatives, many have invested in creating senior leadership positions to lead international programs and centres and about 74% have reported increasing the budget for their international office (AUCC, 2007a). A study of the literature on Canadian internationalization processes reveals that, at the institutional level, three major elements drive internationalization, namely study abroad programs (with a focus on undergraduate domestic students), international development research and work (with a focus on professors, professionals, and graduate students), and the enrolment of international students. These are all mobility based elements that have dominated internationalization strategies in the past (AUCC, 2007a). It is important to note that mobility-based activities have been a major focus in the process of internationalization in

Canada, as well as globally, almost at the expense of the potentially more effective process of internationalization at-home (IaH).

A Strategic Counsel polling data show 85% of Canadians agree that knowledge of other cultures and an understanding of the world are increasingly important qualities in today's labour market and 71% think that more students should be exposed to student exchanges or internships abroad (AUCC, 2007a). In a 2006 international education fact sheet, the AUCC reported that Canadian universities planned to significantly increase the percentage of university students participating in an international study opportunity. As a first step, universities nationally aimed to triple the number of students who participated in study abroad by 2010, increasing the number of participants from 6,000 to 18,000 annually (AUCC, 2007a). Whether they have met this goal or not is yet to be known.

Given the high cost of mobility-based programs, there is a great need to focus more on other activities at-home. In the more recent past, there has been focus on internationalization of the curriculum and, to a lesser extent, on internationalization of the campus as a whole. A recent statement by the AUCC stated that the internationalization of Canada's universities includes facilitating the two-way flow of students through international student recruitment and student exchange, as well as introducing an international dimension to the curriculum (AUCC, 2008). It is worth noting that internationalization at-home strategies tend to focus on the curriculum and ignore the co-curriculum aspects of the campus.

Beyond mobility focused programs, Canada boasts of its multicultural policy that potentially has the ability to bring the world to Canadian doorsteps. For this reason, I briefly discuss multiculturalism in Canada and consider its effects on the process of internationalization.

Multiculturalism in Canada

Multiculturalism in Canada denotes a heterogeneous ethnic composition of people, mainly due to immigration. Without deeply digging into Canada's history and policy on multiculturalism, I underscore the three main factors influencing multicultural policy development: First, the need to forge a new national identity in a fragmented, geographically dispersed nation-state; second, the ruling-class challenge of dealing with Quebec nationalism; and thirdly, the need to contain anti-racist struggles by addressing the impact of increasing migration of non-white people (Mount Allison University, 2005).

The future of multiculturalism in Canada is unclear, however, with globalization and immigration, appreciating and accommodating cultural differences is not only a Canadian challenge but indeed a global one. Some critics of multiculturalism have expressed concerns that Canada is a mere geographical territory, housing a multitude of isolated ethnic groupings, while others strongly hold that Canada is a community made up of communities. This shifting reality plays out in many settings in Canadian society as well as in institutions of higher learning. Whether Canada is a country made up of communities or merely a multitude of ethnic groups, there is cultural contact, be it intentional or unintentional.

The following data from the 2006 census by Statistics Canada (Statistic Canada, 2006b) highlight elements of Canada's ethnocultural mosaic:

- Over 200 ethnic origins were reported by the total population in Canada. This list of origins includes Canada's Aboriginal peoples as well as groups that came to settle in Canada.

- The incidence of people reporting multiple ethnic ancestries has continued to rise. In 2006, an estimated 41.4% of the population reported more than one ethnic origin, compared with 38.2% in 2001 and 35.8% in 1996.
- An estimated 5,068,100 individuals belong to a visible minority. The visible minorities accounted for 16.2% of Canada's total population, up from 13.4% in 2001 and 11.2% in 1996.
- The growth in the visible minority population was largely due to the high proportion of newcomers who belonged to visible minorities. In 2006, 75% of immigrants who arrived since 2001 were visible minorities, compared with 72.9% of visible minority newcomers in 2001 and 74.1% in 1996.
- Canada's visible minority population is ethnically diverse, with some groups more so than others.
- In 2006, 95.9% of the visible minority population lived in a census metropolitan area compared with 68.1% of the total population.

These facts provide a glimpse of Canada's ethnocultural mosaic and insight with regards to the ethnic composition of institutions within metropolitan areas, such as Toronto.

Most institutions of higher learning in Canada do not ask students to identify their ethnic background and when they do so, it is usually optional. However, most universities mainly recruit and enroll learners from their surrounding neighbourhoods. According to the available the University of Toronto facts and figures, as of November 1st 2006, 72.4% of the undergraduate students were from the Greater Toronto Area (GTA), 10.5% were from other parts of Ontario,

5.1% were from other parts of Canada, and 12.0% were international students (The University of Toronto Enrolment Report 2008-2009). By extension, since the majority of new immigrants settle in the large metropolitan areas, it is likely that a considerable number of students at The University of Toronto are immigrants and visible minorities.

Intercultural Interaction in a Multicultural Institution

Two approaches may be used to explain behaviour likely to result from cultural contact. According to one approach, individuals choose to interact with others while maintaining their cultural identity and common identity, or, according to the second approach, individuals merely ignore each others' existence and, in some cases, undermine each other. Studies suggest that students in institutions with an international student body have a higher degree of intercultural sensitivity due to increased mobility and contact with other cultures (Sanchez, 2004; Straffon, 2003; Willis & Enloe, 1990). However, this popular assumption has not been tested and has been contrasted with theories that suggest that encountering the complexity and diversity of a new culture reinforces people's natural tendency to adhere to what is known and familiar. As a result, cultural difference may lead to cultural distancing, defense, and or separatist attitudes (Nesdale & Mak 2003).

In an article exploring student experiences with diversity, Umbach and Kuh (2006) assert that there are compelling arguments that diversity related experiences benefit individual students, institutions, and society at large. They assert that diversity enhances the educational experiences of all students in many ways. Research suggests that peers from diverse backgrounds in a learning environment can improve inter-group relations and mutual understanding by challenging students to refine their thinking and by enriching the dialogue among students (Hurtado, et al., 1999; Sleeter & Grant, 1994; Umbach & Kuh 2006). The basic assumption is

that inter-group relations and intercultural interactions occur at institutions simply by virtue of the diversity of students studying together.

In contrast, there is a body of research that indicates that there is a strong subculture among student groups in diverse and multicultural institutions within the larger institutional culture (Astin, 1968, 1993b; Clark & Trow, 1966; Holland, 1966; Kolb, 1983). According to Astin (1993a) “a taxonomy or typological language that implicitly sorts students into a variety of discreet categories or boxes exists” (p. 36). Subcultures appear to be common in multicultural institutions. Barron (2007) suggests that domestic and international students do not readily mix and tend to study in parallel throughout their program. Studies in Australia and the United Kingdom have found that students preferred working on assignments with students of their own background because it was more comfortable for them to work with people from similar cultural backgrounds that share a common language and similar commitments outside university life (Barron, 2006). Volet and Ang (1998) argue that diverse groups do not work together because they hold negative stereotypical views of the other.

Does the presence of a diverse student population increase opportunities to interact with diverse peers? The answer seems obvious. If there are more diverse students then they are more likely to interact. However the reality, as the literature suggests, is not that simple. Many factors are at play when it comes to student interaction and engagement on a campus.

Research suggests that domestic students and international students often co-exist in the same institutions without encountering one another. Results from the University of Michigan-Ann Arbor study reported that incoming students had little or no significant contact with members of different racial and ethnic groups (Gurin, 1999). At the University of Toronto, the 2006 NSSE data in the Measuring-Up Report (2006) has revealed that 17% of first year and 18%

of senior year students indicated that they learned very little about understanding people of other racial and ethnic backgrounds from their experience at the University of Toronto. These studies suggest that intercultural contact and learning experiences do not automatically occur through the sheer presence of diverse students on the same campuses.

It is easy to assume that intercultural encounters and casual interactions result in intercultural competence. However, research based on the contact hypothesis has already disproved this theory (Allport, 1954; Otten, 2003). Indeed, such encounters can easily reinforce prejudices and stereotypes if the experiences of critical incidences in an intercultural context are not evaluated on cognitive, affective, and behavioural levels. Paige (1993) asserts that contact is not enough if the social experiences of otherness are not transformed into a personally relevant learning experience. According to Leask, there are several opportunities within an institution to create situations where meaningful interactions can occur to the benefit of both domestic and international students. This does not occur merely by having international and domestic students together in the same institution,

This is a complex matter that involves students and staff moving into a third place, a meeting place between cultures where there is recognition of the manifestation of cultural differences and where equal and meaningful reconstructive cross cultural dialogue can occur.... It requires purposeful planning and ongoing attention and resourcing. (Leask, 2009, pp. 13-14)

Intercultural competence may be the outcome of intercultural skills gained as a result of intercultural interaction especially in a multicultural institution. Deardorff has described intercultural competence in students as an important and meaningful outcome of internationalization efforts in universities (2006). However, few universities address the development of interculturally competent students as a specifically defined outcome of

internationalization. This is mainly due to the difficulty in identifying the specific components of this complex concept. Deardorff further asserts that as a consequence, few universities have designated methods for documenting and measuring intercultural competence (2006).

Structural and Informal Diversity

Scholars have identified three forms of diversity that can potentially influence the way students behave and think in an institution (Chang, 2001, 2002; Gurin, 1999; Milem & Hakuta, 2000; Umbach & Kuh, 2006). These are:

- *Structural Diversity* (numerical representation of racially diverse students),
- *Program Diversity* (number and nature of initiatives that institutions provide), and
- *Interaction-based Diversity* (students' exchanges with racially and ethnically diverse groups/individuals as well as their exposure to diverse ideas, information, and experiences).

In an institutional setting these forms of diversity are not mutually exclusive. Gurin (1999) defines *structural diversity* as racial and ethnic composition of the student population while *informal, interactional diversity* is the opportunity to interact with diverse peers on campus. For Gurin, the impact of diversity on students emerges from three conditions, namely structural, classroom and informal interactional diversity.

According to an American study by Pike and Kuh (2004) on the subject of interaction between students, a diverse student population is associated with higher levels of interaction among diverse groups of students. They assert that,

Informal, interactional diversity was more strongly related to structural diversity than any other institutional characteristic, although both institutional control and institutional mission were related to interactions among diverse groups. The strength of the relationship between structural diversity and informal interactional diversity also provides persuasive evidence that experiences with diversity are more likely to occur as the heterogeneity of the student population increases. (p. 443).

Many institutions have higher structural diversity (students, faculty, and staff), intentionally by design or naturally by virtue of location in structurally diverse communities, such as the Greater Toronto Area (GTA). Institutions that intentionally work to increase diversity highlight the benefits that emerge as a result of interactions with people from diverse backgrounds. However, research indicates that structural diversity alone is not adequate for interaction and learning to happen. Indeed several conditions, in addition to structural diversity, must be met (Gurin, Nagda, & Lopez, 2004; Milem & Hakuta, 2000; Pike & Kuh, 2004). Such conditions, identified by Weidman (1989) and later echoed by Gurin et al., (2002), include group status, common goals and intergroup cooperation, support from institutional leaders, and opportunities for interaction. These conditions they argue are necessary for diversity-related learning to occur.

Wood and Sherman (2001) concluded that structural diversity can be positively related to informal interactional diversity, which, in turn, is related to diversity outcomes; this, thereby, produces a significant indirect relationship between the diversity of the student body and learning to function effectively in a diverse society. Numerous studies seem to support the correlations between informal interactions with diverse peers and a variety of positive effects on students, including greater academic and intellectual development, personal development, and greater openness to diversity (Antonio, 2001; Chang, 1999; Fisher, 2007; Gurin et al., 2002).

The importance of learning through peer interaction inside and outside the classroom has been given considerable attention by scholars and student services practitioners. Leask (2009), for example, concluded that improved interactions between domestic and international students are dependent on the way both formal and the informal curricula are used to encourage and reward intercultural engagement. In recognizing the importance of peer learning and institutional support by institutional leaders, researchers urge educators to intentionally structure opportunities for students to interact outside their homogeneous peer groups so that they can build relationships across diverse student communities (Gurin et al., 2002; Leask, 2009).

Leask (2009) points out that an internationalized curriculum requires a campus environment and culture that motivates and rewards interaction between international and domestic students both inside and outside the classroom. She does not see the formal and non-formal curriculum as separate activities that produce different results, but rather as complementary activities furthering a common outcome. For this goal to be achieved Leask, proposes the need for a range of people across an institution to be engaged with the internationalization agenda over a period of time.

Literature on interaction and communication in a structurally diverse campus reveals that the role of international students in the internationalization process is just one part of the entire institutional internationalization process. In a structurally diverse campus, the complexity surrounding intercultural interaction and communication goes beyond the domestic/international students divide. The complexity is caused by the diversity of the domestic student body. When efforts are made for diverse people to interact within an institution or community, scholars refer to this process as internationalization at-home (IaH). The following section will examine literature on IaH.

Internationalization at-home (IaH)

As previously mentioned, mobility has a great impact on the individual, however, only few in an institution benefit from such activities. Over the years studies have shown that only about 2.3% of students benefit from mobility programs such as Erasmus in Europe and study abroad programs elsewhere including Canada. Close to 97% of non-mobile students, who do not participate in exchange, study-abroad, or similar programs, are also entitled to an education with international dimensions (Nilsson, 2003). The limitations of mobility have led to Internationalization at-home (IaH). IaH does not aim to replace mobility, but rather to enhance it. IaH is concerned with the development of models of communication, dissemination, and evaluation to facilitate the sharing of intercultural experiences gained abroad. Internationalization, as such, is based on three major strategies, namely IaH, mobility, and international relations (Bergknut, 2006).

The concept of internationalization at-home is relatively new. Bengt Nilsson, a Swedish scholar, developed and implemented IaH at Malmo University in 1999. IaH is generally viewed as an activity and a strategy aimed at reaching all students, staff, and faculty. Nilsson (2003) first defined three related terms, namely, Internationalization, International Curriculum, and Internationalization Education:

- Internationalization refers to the process of integrating the international dimension into the research, teaching, and services function of higher education.
- International Curriculum refers to a curriculum that emphasizes international and intercultural knowledge and abilities, aimed at preparing students for performing professionally, socially, and emotionally in an international and multicultural context.

- International Education refers to any internationally related activity, including mobility of staff and students.

According to Nilsson, Internationalization at-home (IaH) refers to any internationally related activity within an institution, with the exception of outbound student mobility. The scope of IaH includes international research and curricula, foreign language study, intercultural students and it is important to highlight the role of international students in the process of internationalization. Depending on the ideological foundations for internationalization, international students are positioned differently in different texts. Leask suggests that, “for some they are presented as both drivers and agents of internationalization, while in others they are presented as indicators of internationalization” (Leask, 2005, p. 255).

International Students

For the purposes of this study, I adopt the definition provided by the Association of Universities and Colleges of Canada (AUCC, 2007b): “an international student is a person who has crossed borders expressly with the intent to study and is also known as a visa student” (p. 16). A 2006 AUCC survey revealed that the number of international students in Canadian institutions has increased particularly at the undergraduate level. In 1996 the number of international students in Canada was about 13,000. In 2006, approximately 70,000 full-time and 13,000 part-time international students were studying in Canada (AUCC, 2007b).

The significant growth in the number of international students raises two critical questions: How do international students identify themselves as they interact with each other on campus? and, To what extent do students use nationality as identifiers in their everyday

interactions? These questions are discussed further in the fourth chapter and are answered based on the responses of the participants in this study.

Historically, the debate regarding international students has touched upon several aspects, including policy and rationale. According to Symons and Paige (1984), in a report of the Commission on Canadian Studies (CCS) to the Association of Universities and Colleges of Canada (AUCC), they argued for benefits associated with the recruitment of international students:

The presence of foreign students brings with them their different heritages and perspectives, provides an opportunity for Canadians to broaden their outlook and to enlarge their knowledge of themselves and others. It should be possible, thanks to the presence of foreign students, for many Canadian students to learn from personal contact about other countries, cultures, and other ways of doing and seeing things. (p. 216)

This argument presents international students as bringing with them diverse perspectives and at the same time presents Canadian students (domestic students) as a “monolithic homogeneous group” who will benefit from the diversity of international students. International students are thus seen as a resource for internationalization.

Over the years, foreign students have been regarded as a valuable educational resource; this assumption has been accepted without much questioning. The Council of Ministers of Education Canada (CMEC, 1986), for example, acknowledged that “no one disputes the beneficial effects of foreign students in Canadian classrooms, lecture halls, and laboratories” (p. 2). It is the very idea that international students are a great resource to the institution that led to the enrolment report posted by the Vice-Provost Planning and Budget of the University of Toronto, boasting an increase in the number of international students:

enrolment has doubled at the University of Toronto over the past 35 years, including a one per cent increase this year over 2007-08. A total of 74,921 students are enrolled at The University of Toronto in 2008-09: 66,249 full-time and 8,672 part-time. The number of international students also increased by about six per cent during the year to 7,866 from 7,380. They now represent 10.4 per cent of undergraduates and 11.8 per cent of graduate students. (The University of Toronto, Enrolment Report, 2008-09, np)

In this report, the Vice Provost commented on the importance of international students despite the fact that the university is located in an ethnically diverse city, alluding to common rhetoric about the relevance of formal and informal encounters between international students and the institution:

although in Toronto we already have a very diverse ethnic mix, having students come directly from other parts of the world is still important. The wide-range of perspectives they bring enrich both the informal encounters as well as the formal debate on campus. (The University of Toronto, Enrolment Report, 2008-09, np)

The growth in student mobility in this day and age is not surprising at the global, national, and institutional levels, given the rise in global demand for higher education. At this juncture, the study of the internationalization of higher education is critical, as are the individual perspectives of domestic students regarding the presence of international students on campus.

In the next section I explore studies undertaken in Canada and in institutions in other countries on the influence of the interactions between international students and domestic students and identify the research gaps in this area.

The Impact of International Students on Domestic Students

In Table 1, I summarize eight studies on internationalization in higher education that specifically focus on students (Barron, 2005; Bowry, 2002; Dunne, 2009; Fisher, 2007; Montgomery, 2009; Sanchez, 2004; Shihmei, 2004; Ward, 2001). These studies were conducted

in seven countries, including Canada, the United States, New Zealand, Australia, the United Kingdom, Ireland, and Spain. All nine studies focus on the perceptions of domestic students on the impact of international students on their experiences. All studies, except for the Australian study (Barron, 2005), are based at the institutional level. All studies, except for the study at the University of Toronto, Canada (Fisher, 2007), focus on the relationship between domestic and international students. Fisher's study focuses on diversity on campus.

It is worth noting that the internationalization of higher education has become a major focus in the past decade; as such, many studies have given this subject serious consideration. There are somewhat fewer studies that focus on students and domestic students in particular, when studying internationalization. The research projects outlined in Table 1 differ from each other in many ways beginning with the research methods they employed. The research methods range from quantitative data collection methods in a controlled classroom environment, to mixed qualitative and quantitative methods, and document analysis. Although all of the studies focus on the interaction between students, in general, they differ in their particular research questions. Some focus on in-classroom interaction while others focus on experiences both inside and outside the classroom. One common conclusion amongst most of the studies is that international students provide domestic students opportunities to learn. Table 1 presents the studies in a summary form, providing the reader with a view of the commonalities and differences in methods, findings, and conclusions among them.

Table 1***The Interaction Between Domestic and International Students: Eight Studies***

Area of focus	Methodology	Relevant findings
Barron (2005)		
A study of the impact of international students on domestic students at Queensland University, Australia. The particular focus was the impact of international students on domestic student's educational experiences.	Researcher used a positivist approach in a controlled classroom environment to collect data. Barron studied 300 domestic students studying hospitality and tourism management with international students. Barron used a questionnaire with both open and closed ended questions.	<ul style="list-style-type: none"> ▪ 43% of domestic students did not find any advantage arising from the inclusion of international students in their classroom. ▪ Domestic students indicated that international students provided them with opportunities to learn from different cultures. ▪ The majority of domestic students viewed their international peers positively. ▪ Domestic students acknowledged witnessing racism against international students by fellow domestic students.
Shihmei (2004)		
A study conducted at the University of Wisconsin-Madison, the United States. The goal of the study was to establish the educational, social,	Researcher used a mixed qualitative and quantitative survey that was administered through the web to 5,701 domestic students.	<ul style="list-style-type: none"> • International students add cultural diversity to universities and colleges and enrich the educational experience of domestic students, providing the basis for increasing international enrolment at American institutions of higher education. • The presence of international students creates opportunities for cross-cultural interaction, but interaction may not occur without institutional

and cultural impact of a large international student population on domestic students.

(The survey method did not produce an in-depth analysis.)

- encouragement.
- Cross cultural interaction with international students enhances the cross-cultural sensitivity and competence of domestic students.

Bowry (2002)

A study of students at Queens University, Canada. This was an initial exploration of the impacts of foreign students on the education of domestic students. Particular focus was on undergraduate students.

Researcher used a survey and interviews to collect data.

(Bowry asserts that future research need not use both methods simultaneously.)

- Domestic students' experiences with international students revealed that international students do have an enriching effect on their Canadian peers, both in and out of the classroom.
- Barriers to interaction with and enrichment from international students were perceived by domestic students in economics and computer science disciplines due to the nature of their courses.

Ward (2001)

A literature review for New Zealand's Ministry of Education. The focus was on the impact of international students on domestic students.

Researcher used document analysis and literature review methods to support policy development process.

- Gap in the literature reviewed was identified as the missing voice of domestic students and the host institutions.
- The presence of international students alone is not sufficient to foster intercultural friendships.
- Identified types of strategic interventions that institutions can undertake to maximize the benefits of internationalization.

Montgomery (2009)

A study focused on students' perceptions of working in diverse groups in a British university, with the view of finding out how much this perception has changed since 1998 when a similar study was conducted in Australia.

Researcher used qualitative methods: group interviews with 70 students from three different academic disciplines and 12 informal focus groups with semi-structured interviews. Participants were purposefully selected from business, design, and engineering disciplines

- Attitudes towards working in cross-cultural groups at university may be changing.
- In contrast with the 1998 findings, students in 2008 seemed to be more aware of the complexities of culture and observed diversity within nationalities.
- Many viewed cross-cultural group work as part of their learning experience, potentially preparing them for work in international contexts.
- In 2008, students recognized that domestic students were not a monolithic group of British students.
- Students tended to minimize the divide between cultures.

	because they are involved in work with large multi-national companies.	<ul style="list-style-type: none"> • Negative stereotypes and prejudice about other nationalities were present. • Like the Australian study in 1998, social cohesion has to come from formal and informal opportunities to mix in the study environment.
<p>Dunne (2009)</p> <p>A study exploring host students' perspectives on intercultural contact. Dunne focused on students' experiences of intercultural contacts, factors influencing such contacts, and how students construct cultural differences in an educational environment.</p>	<p>Researcher used grounded theory, in-depth interviews with 2nd year undergraduate students from three full-time programs (Nursing, Chemical Sciences, and Business School). These programs have a higher concentration of international students.</p>	<ul style="list-style-type: none"> • Well planned institutional interventions can counter homophilic tendencies that seriously hinder prospects of intercultural acquaintances. • Due to high levels of anxiety, domestic students are deterred from engaging in intercultural contact and institutional interventions are necessary. • Constructed barriers to group cohesion should be avoided, such as separate orientation sessions for student groups. • Learning environments that include development of curricula that encourages students to interact in a secure and rewarding manner and which creates a context of constructive diversity is recommended.
<p>Sanchez (2004)</p> <p>A study conducted at Murcia University, Spain. Sanchez examined Spanish students' perception of international students.</p>	<p>Researcher conveniently sampled 24 Spanish students attending an English course at Murcia University. Researcher administered a questionnaire in class.</p>	<ul style="list-style-type: none"> • Even positive contact does not create favourable perceptions of cultural differences. • Intergroup distance between Spanish students and international students was apparent, 87% of domestic students acknowledged not relating with the foreign group. • The presence of international students does not represent a negative factor for the domestic student community. • The international student group is negatively perceived whenever a potential communicative interaction is considered. • That 94% of domestic students stated that international students isolate themselves in culturally homogeneous groups • Group polarization is a result of students seeking for co-ethnic support. • In multicultural settings, differences must be explained in order to achieve understanding and intergroup harmony.
<p>Fisher (2007)</p>	<p>Researcher used a cascading</p>	<ul style="list-style-type: none"> • Two factors contribute to lower levels of interactional diversity: social

A study conducted at the University of Toronto, Canada. Fisher focused on intercultural interaction among undergraduate students and aimed to test the NSSE⁵ assumptions and identify conditions and interventions that serve to stifle or facilitate intercultural interaction.

combination of quantitative and qualitative methods.

- isolation and segregation by race and ethnicity.
- Three conditions effect interactional diversity: 1.) a strong institutional emphasis on diversity, 2.) a strong relationship between living in residence and interactional diversity, and 3.) some relationship between participation in co-curricular activities and interactional diversity.
 - Despite lower than expected levels of classroom and interactional diversity at The University of Toronto, structural diversity on campus continues to provide a fertile, rich, and untapped learning environment.

⁵ The National Survey of Student Engagement (NSSE) was developed in 1999 by Indiana University Centre for Post-secondary Research. It is currently used by over 500 colleges and universities in the United States and Canada. It assesses the quality of the educational experience (NSSE, 2006).

Brief Analysis of the Eight Studies.

The literature reviewed in Table 1 shows that in the past decade there have been a growing momentum in the exploration of the impact of interaction between domestic and international students. Most of the studies reveal that previous research has ignored a block of stakeholders in the internationalization process, namely, domestic students. The scholars employed different research methods in a number of different institutions in the countries identified to explore the experiences of students. Some common trends as well as divergent outcomes have emerged from these studies.

In the past decade a number of studies have emerged that empower domestic students and give them voice in the internationalization debate. In the past, research focused on international students, mainly referred to their adjustment issues or language concerns and did not view them as agents of internationalization or as having an impact on domestic students.

Among these studies, there is a diversity of research focus in exploring interaction between domestic and international students. While some research projects focus on experiences outside the classroom, others focus on in-classroom experiences only, yet others focus on both, or, in some cases to off campus work environments. Equally, while some studies focus on a specific academic discipline, others focus on domestic students in any academic department. While some studies focus on the undergraduate population, others focus on both graduate and undergraduate student populations. Consequently, it is not surprising to find some divergence in the research results as well. Inconsistencies in the findings of these studies may be attributed to many factors, including methodological differences, areas of focus and differences in localities, among others. With further research, such as that of this thesis study, common findings may be

strengthened and effective policies to enhance the student experience under conditions of internationalization at-home (IaH) may be developed.

There are several theories of student development that support student engagement with each other. The following section explores some of the theories that support student interaction. The nature of the interaction between domestic and international students may be understood through the lens of theories of student development. Student development practitioners continue to play an important role in promoting the mission and goals of their institutions. Given that this study focuses on out of classroom experience, the role of student development theories in shaping the practice cannot be understated. To do this the researcher presents key relevant theories that support interaction between students within higher education settings.

Theories of Student Development

For many years, the dominant perspective positioned higher education institutions as acting on behalf of parents for the good of their children (students). In the seventeenth-century students were considered children, and the institution their parents. By the middle of the twentieth century, discourse about student development changed. Theorists showed that student development, as we know it, is rooted in the interaction between the student and the educational environment both inside and outside the campus (Pascarella & Terenzini, 1991; Weidman, 1989).

There are five broad categories of student development theories, namely; psychosocial theories, cognitive-structural theories, person-environment theories, humanistic existential theories, and student development process models. These theories and models present the student as an individual who must be considered as a whole, unique person and must be treated as such.

These theories and models also view the entire environment of the student as educational, and must be used to help the student achieve full development. Furthermore, the responsibility for a student's personal and social development rests with the student and his/her personal resources.

The theoretical categories address different facets of student development:

- *Psychosocial theories* address developmental issues or tasks and events that occur throughout the life span.
- *Cognitive-structural theories* address a sequence of meaning-making structures through which the student perceives, organizes, and reasons about their experiences.
- *Person-Environment theories* address conceptualizations of the college student, the college environment, and the degree of congruence that occurs when they interact.
- *Humanistic existential theories* share a common philosophy of the human condition.
- *Student development process models* are either abstract representations of the field of student personnel work or recommended sets of action steps for the practice of student development.

Each one of these categories has several theories underlying it. They address general populations of traditionally aged university/college students. However, in the recent past newer theories have emerged that address differences in student development among specific populations, such as adult students, women students, diverse students, among others.

Theories of student development present two perspectives that are critical to this study. The first is that each student is viewed as an individual who comes to university with personal experiences and expectations. The second is that the student interacts with the entire environment

as a whole educational experience. This includes both in and out of classroom environments. For the purpose of this study, only three theories of student development are presented. These include Alexander Astin's theory of involvement (1985), Chickering and Reisser's seven vectors of identity formation (1993), and Weidman's Model of undergraduate socialization (1989). The researcher briefly discusses each one of these theories and models.

Astin's Theory of Involvement

Astin's (1985) theory of involvement posits that the more students are involved in both the academic and social aspects of the collegiate experience, the more they learn. He describes involved students as students who devote significant energy to academics, spend time on campus, participate actively in student organizations and activities, interacting with each other, and interact often with faculty. In contrast, uninvolved students tend to neglect their studies, spend a minimum of time on campus, avoid or abstain from extracurricular activities, and rarely initiate contact with faculty or other students (Astin, 1984). Astin describes the most pervasive types of involvement as "academic involvement, involvement with faculty, and involvement with student peer groups" (Astin, 1996, p. 126).

Astin's theory focuses on an individual student and the role each student plays in determining her or his degree of involvement and engagement on campus. Astin emphasizes the role of the individual, but does not minimize the role of the institution in providing opportunities to students. Indeed, Astin suggests that while the university provides the opportunities, students have the responsibility to seize these opportunities. Astin's theory of involvement gives formal and informal educators a framework to understand how to motivate students to embrace deep learning by encouraging student engagement on campus. It is, however, clear that individual

students are the ones who determine their own level of involvement and engagement on campus, which, in turn, can determine the level of learning they experience.

In summary Astin's theory suggests that the institution provides students with diverse opportunities and students seize them to shape their own learning. Therefore, both the student and the institution are partners, each with a clear and distinct role. Astin asserts that students play a central role in opening up to the opportunities for encounters with other people and their ideas (Pascarella & Terenzini, 1991). Informed by this theory, I explore the experiences of domestic students as they seize the opportunity to engage with international students on campus, and also seek to understand from a student's perspective, whether the university provides them with adequate opportunities to interact with each other.

Chickering's Psychosocial Theory of Student Development

Chickering and Reisser's psychosocial model of student development is perhaps the most widely known and frequently applied theory of student development. It is based on Eric Erikson's identity stages of development. Chickering and Reisser proposed that there are seven "vectors" (or courses/stages) along which traditionally aged undergraduates develop (1993). Chickering and Reisser acknowledge that students move through the seven vectors at different rates, that vectors interact with each other and are not rigidly sequential. For the purpose of this study, three of the seven vectors of identity formation are most relevant, namely, the third, fourth, and fifth vectors. These vectors encourage active learning, respect for diverse talents and ways of learning, and cooperation among students. The other vectors, the first, second, sixth, and seventh are important, but they relate more to emotional development, identity formation, and individual purpose, stages not directly related to this study. They are however not isolated from

the development of interpersonal skills and interdependence. Similar to Astin's theory of student involvement, Chickering and Reisser also hold that learning is student driven.

In the third vector, moving through autonomy towards interdependence, Chickering and Reisser propose that students develop competence to make their own decisions while maintaining positive relationships with others. This vector proposes that students manage positive interactions with others from diverse backgrounds and yet free themselves from biases and the need for reassurance and approval from their long-held and possibly unchallenged beliefs. In the fourth vector, developing interpersonal relationships, Chickering and Reisser emphasize that experiences with relationships significantly contribute to the development of a sense of the self (Forney, Evans & Guido-DiBrito, 1998). This suggests that once students have developed a sense of independence, they are in a position to move forward, appreciate difference, and develop personal friendships.

The fifth vector, establishing identity, builds on the previous vectors. Acknowledging differences is crucial to this vector. The ability to name and negotiate through differences at this stage would be considered a great achievement in an experiential learning process. The assumption is that domestic students would be in a position to question societal roles and lifestyles and assign new meaning following interaction with others who share diverse backgrounds.

Chickering and Reisser's theory (1993) assumes that the university environment is conducive to intercultural interactions. However, "to have maximum positive benefit, the community should [encourage] regular interactions between students, while" "[offer] opportunities for collaboration," should be "small enough so that no one feels superfluous," "[include] people from diverse backgrounds," and "[serve] as a reference group" (Forney, Evans

& Guido-DiBrito, 1998, p. 41). These “benchmarks” on the role of the institution appear again in Chapter 4 in the context of participant responses during the focus group and individual interviews.

Weidman’s Model of Undergraduate Socialization

Weidman’s (1989) model of undergraduate socialization seeks to incorporate psychological and sociological, as well as structural influences on student change (Pascarella & Terenzini, 1991). Weidman hypothesizes that,

Students bring with them to the college a set of important orienting background characteristics as well as normative pressures, deriving from parents and other non-university reference groups. These forces and characteristics have, sometimes, constraining effects on student’s choices within the college structure and organizational settings. (Pascarella & Terenzini, 1991, p. 55)

Weidman’s model of undergraduate socialization is a useful theoretical tool for conceptualizing and articulating the impact of domestic students' interaction with international students. Although Weidman's model of undergraduate socialization has been insufficiently tested through empirical means, it reflects the complexity of influences on student interaction through its inclusion of formal and informal contexts and local and global influences. Several aspects of Weidman’s model of undergraduate socialization are important to this study. In particular, are the non-university influences that impact students’ worldview before and while in university. These include the students’ background characteristics, socialization outcomes, non-college preference groups, and parental socialization. Weidman also aptly points to the in-campus influences, both academic and social factors.

Weidman’s model illustrates the challenge that this study and others like it face in terms of differentiating between students who enter the university with prior meaningful interactions

with international students, and those who bring international experiences with them, or those who bring minimal to no prior international experiences. Informed by this model of undergraduate socialization, this study examines how domestic students' interactions with international peers serve to influence learning both inside and outside the classroom.

The theories presented by Astin (1985), Chickering and Reisser (1993) and Weidman (1989) suggest that frequent interactions with other students at university can contribute to the development of positive outcomes, including learning, social self-confidence, and many other interpersonal and cognitive outcomes (Astin, 1984; Pascarella & Terenzini, 1991; Weidman, 1989). The theorists also suggest that learning is a shared partnership between the institution and the individual student. Weidman's model adds that the external community and other external factors are important for students' development as well. While it may not be known exactly what students learn from engaging with diversity on campus, it is clear that peer contact is, has impact on students' development.

Chapter Summary

This chapter reviewed literature relevant to understanding ways of viewing the interaction between domestic and international students. The beginning of the chapter established the boundaries within which internationalization occurs and identified the various levels of internationalization, including at the global, national, and institutional levels. I then further identified factors which shape the individual level of internationalization. In so doing, I highlighted the individual domestic student in the context of internationalization of higher education in Canada nationally and at the institutional level. This was followed by a discussion of the intersection between internationalization at the institutional level and multiculturalism through structural diversity.

In the second part of the chapter, the literature on internationalization at-home-IaH was reviewed and the interaction between domestic and international students was established as one aspect of internationalization at-home. In part three of this chapter, I reviewed recent research specific to the interaction between domestic and international students in various institutions of higher learning in Europe, Australia, and North America. These studies reveal the variety of research methods employed in this area and the similar and sometimes divergent findings and conclusions. The final part of this chapter examined theories and models of student development relevant to the subject of student interaction in a diverse multicultural setting. The theories of student development discussed show that the learning outcomes associated with experiences of diversity are yet to be fully acknowledged.

Through the reviewed literature it is evident that discourse within higher education has moved beyond concern with issues of access, social justice, and demographics in general, towards deeper issues of the learning outcomes, and the nature and quality of interactions among diverse student populations. It is also clear that there are gaps in research and more questions to be asked and answered.

CHAPTER 3: METHODOLOGICAL APPROACH

Introduction

In this research, I employed qualitative research methods, including focus groups and in-depth interviews to answer the research questions. This chapter has three main sections. In the first section, I provide a brief background on qualitative research and explain its suitability as the method of choice for this study. I then describe the data sources, including the study sites and the participants. In the second section, I describe the pilot study as well as the data collection and analysis procedures. The next two sections briefly highlight the ethical considerations and limitations of the study; the final section consists of a summary of the chapter.

Research Methods

Based on Mason's (2003) working definition, qualitative research has three key characteristics, which also serve to explain the choice of method used in this research, as follows:

- “Grounded in a philosophical position this is broadly ‘interpretivist’, in the sense that it is concerned with how the social world is interpreted, understood, experienced, produced, or constructed” (p.3). This study intends to explore the lived experiences of domestic students as influenced by interaction with international students.
- “Based on methods of data generation, which are both flexible and sensitive to the social context in which data is produced” (p.3). This study employs data collection methods that allow respondents to share their experiences of interacting with international students.

- “Based on methods of analysis, explanation, and argument building, which involve understandings of complexity and detailed contexts” (Mason, 2003, p. 3). The experiences of domestic students based on interaction with international students vary greatly. Qualitative methods of data analysis are, therefore, most appropriate to explore the complexity and detailed contexts.

Marshall and Rossman (2006) expanded on the characteristics of qualitative research and identified it as naturalistic, including multiple methods, context focused, emergent and evolving, and fundamentally interpretive. Marshall and Rossman describe qualitative research as eliciting multiple constructed realities, subjective understandings, and interpretations and as delving in depth into complexities and process. Typically, the central goal of qualitative research is an understanding of a phenomenon, rather than the identification of causes or generalizations (Crowson, 1987). Using a grounded theory approach, the investigator assumes an inductive stance and strives to draw meaning from the data that is derived from the participants’ perspectives (Merriam, 1998).

As a researcher, my role is to understand the influence of international students on campus from the perspective of domestic students. This is an inductive process where data is collected to build concepts. In order to achieve this, the researcher must study the behaviours, thoughts, and words of participants, which have been heard first-hand (Crowson, 1987, Van Maanen, 1979). Given the specific study site (The University of Toronto), results may be specific to this studied community, rather than national or global. This therefore poses a

challenge to any generalization of the findings. The limitation of this study are discussed further later in this chapter.

The Researcher

Based on my personal experience of working with both international and domestic students, I was intrigued by the complexity of the social interactions between domestic and international students; I was curious to explore the meanings that the participants in this study attribute to these interactions. I have been involved in international education for more than fifteen years and have studied at the Ontario Institute for Studies in Education OISE/UT from 2003 to the present. I worked at the University of Toronto Mississauga in the Student Affairs Division for close to 4 years.

Any research study demands some level of familiarity with the subject under study as well as the research methods. Familiarity with the research site facilitates a smooth entry into the setting and enables the researcher to obtain cooperation and acceptance from the respondents. However, at the same time, familiarity may prove to be a challenge, as too much familiarity may be inhibiting. In order to address this concern, the research was conducted at all three University of Toronto campuses, namely the University of Toronto Mississauga (UTM), the University of Toronto St. George (the downtown main campus), and the University of Toronto Scarborough (UTSC).

Including the three sites provided a balance to address this concern since I am not very familiar with students at the St. George and Scarborough campuses. Moreover, my familiarity with the Mississauga campus proved to be an advantage because respondents from this campus shared their personal experiences without much probing, compared to respondents from the other

campuses, who were guarded and initially presented what might be considered prudent or politically correct perspectives. I assured all respondents that both negative and positive experiences were valid and that no experiences would be considered illegitimate. This assurance was certainly helpful, as is evident in the negative experiences shared in the next chapter.

The Study Sites

The University of Toronto was selected as the site of the investigation mainly for convenience. At the time of data collection I was both an employee and a student at the University of Toronto. I took advantage of my familiarity and proximity to resources to make the study more feasible. However, the University of Toronto is a very diverse institution and provides students with a variety of experiences that range from a commuter life to life in residences; from the downtown urban experience at the St. George campus to sub-urban experiences on the East and West campuses (UTM and UTSC); a variety of academic programs ranging from the Arts to Life Sciences, and Business. Apart from convenience, the University of Toronto's three campuses provided a combination of large and medium size institutions in the city of Toronto and the suburbs. This combination was ideal for the purpose of representing the different aspects of the city. The Greater Toronto Area (GTA) is made up of a large urban area and many suburbs. It would be inadequate to choose one institution to represent the reality of student life across the GTA. By choosing the University of Toronto as a study site, I avoided the logistic difficulties involved in undertaking a research study in three separate institutions. At the same time the three the University of Toronto campuses included in this study, operate, to some extent, like three separate institutions (e.g., in programming for students' co-curricular activities). The three campuses therefore provided a needed balance.

Apart from the logistic convenience and broad representation in the GTA, the site was chosen due to the fact that the University of Toronto has experienced significant growth in the number of international students at the undergraduate and graduate levels, and the numbers are projected to grow further. The population of international students as a percentage of the total undergraduate student population at the University of Toronto favourably compares with other Canadian Institutions. In addition, the University of Toronto has one of the most established centres for international students in Canada on its St George campus. University of Toronto Scarborough has recently opened a centre for international students as well. These centers, which have several programs geared towards both domestic and international students, provide a catalyst for student interaction. The existence of these centres demonstrates the suitability of the study site. Whether intercultural student interaction actually occurs in the centres and the impact these experiences have is the subject of this research and is explored in-depth in the next chapter.

The University of Toronto's mission/vision statement shows that the university is one of the many Canadian universities that include internationalization in their overall institutional goals. Trends towards internationalization revealed in the AUCC 2006 survey data (AUCC, 2007b), suggest that, "today about 95 percent of universities reference the internationalization of teaching, research, and service in their strategic planning. Canadian universities acknowledge that "providing students with international knowledge and intercultural skills is now an integral part of their institutional agenda" (p.1). The University of Toronto's mission statement asserts that, "The University wishes to increase its ability to attract students from elsewhere in Canada and abroad, in the belief that while these students gain an education their presence will enrich the experience of students from the local community" (see, the University of Toronto's Mission and

Purpose, Appendix C). In light of this statement, the recruitment of international students is central to the mission and purpose of the University of Toronto.

In addition, University of Toronto's National Survey of Student Engagement⁶ (NSSE) data (2006) reveal that the first year and senior year students are most likely to have a serious conversation with students of a different race or ethnicity. The NSSE instrument provides indicators to assess the level of interest and participation in international experiences and issues. It is interesting to note that 13% of the first year and 10% of the senior year students indicated that the university should improve opportunities for learning outside the classroom (University of Toronto, Measuring-Up Report, 2007). The NSSE survey does not measure the impact of the presence of international students on domestic students nor the interactions between them. However, the NSSE data provides some helpful insights for this study. The above mentioned conveniences, the diversity of the institution, as well as access to statistical data on the university through the NSSE made the University of Toronto a favourable site for this research.

Research Participants

Criteria

31 students participated in the study. Respondents from a variety of academic disciplines were self-selected at the three University of Toronto campuses (UTM, UTSC, and St. George). Advertisements inviting students to participate in the study were strategically posted across campus notice boards and websites. Two criteria were required to participate in the study, namely, being an undergraduate in the senior years of study (3rd, 4th or 5th) and a domestic student. Since this was a qualitative study, the strength lies in the depth of the discussions at the

⁶ The National Survey of Student Engagement (NSSE) was developed in 1999 by Indiana University Centre for Post- secondary Research. It is currently used by over 500 colleges and universities in the United States and Canada. It assesses the quality of the educational experience. Like the other 12 Canadian universities, the University of Toronto has committed to participate in the survey every two years since 2004 (NSSE, 2006).

focus group and in-depth interviews as opposed to the quantity of respondents. The students who did participate shared their personal experiences and several made reference to other domestic students at the university whose experiences they were familiar with.

I chose to recruit students in the senior years of study, assuming they would have had ample opportunities for meaningful/in-depth interaction with international students during the course of their study at the university. Given that less than 10% of the undergraduates at the University of Toronto are international, and further assuming that students in their senior years tend to have smaller class sizes where more intimate interaction with their peers is possible, the focus on this selected category of participants is justified. I did not, in any way, attempt to select participants from programs known to be more or less populated by international students, given that all domestic students are expected to be enriched by the presence of international students at the institution. In any case the study focuses on out of class experience.

I chose to focus on the undergraduate population for a number of reasons. First, there has been more focus on graduate students in previous studies. I found fewer studies that focused on the experiences of undergraduate students. Second, like most universities in Canada, the University of Toronto has a higher number of undergraduate students than graduate students; as such undergraduate students are more likely to be the beneficiaries of interactions with international students.

Apart from the two criteria for selecting participants stated above, I did not set any other criteria. I did not identify factors such as program of study , student gender or age as holding any particular importance in the interaction between international students and domestic students and the process of enrichment expected to result from it. Furthermore, I wanted to recruit students with a wide range of experiences, such as commuter and residence students, students from

different academic disciplines, students with different individual interests, students with differences in Canadian residency status and different levels of involvement on campus.

Recruitment

I posted advertisements on the notice boards across the three campuses at different times, but all within five (September 2008 – January 2009) months, starting with UTM, UTSC, and lastly St. George. Each advertisement asked interested respondents to contact the researcher by telephone or e-mail. Many unqualified respondents contacted me by telephone, including a few international students, first year students, and graduate students. Through this initial phone contact, unqualified participants were eliminated. A total of 48 qualified respondents agreed to participate in focus groups. However, on the days mutually agreed upon and in the room identified and communicated via e-mail and telephone, a total of 31 respondents showed up.

Each university campus had two focus groups amounting to six. The maximum number of participants in each focus group was seven. If all focus groups had the maximum number of participants, there would have been a total of 42 students in the study. Therefore, a 74% participation rate was realized for the focus groups. After each focus group meeting was held, two respondents volunteered to participate in in-depth interviews. A total of 12 respondents participated in in-depth interviews. This accounted for a 100% of the expected number of respondents for this category.

Following the recommendations of Miles and Huberman (1984), the principle of inclusion was applied to contact possible participants so that the data collected is inclusive. I recruited a cross-section of domestic students through open invitation posted to all the students on campus. Respondents self selected to participate. The range reflected the reality of the

University of Toronto students and ranged from highly involved to less involved, dons to union leaders, students from diverse faculties, recent immigrants to students born in Canada, commuter students and on-campus residents. The principle of inclusion applied in all focus groups. A \$10 Tim Horton's gift certificate was provided to each participant as an incentive.

Pilot Study, Data Collection, and Analysis

Pilot Study

The University of Toronto Mississauga was the site for a pilot study. The pilot study lasted two hours during which participants reviewed the interview questions, style, and other factors that could affect data collection. The pilot study helped determine that the wording of the interview questions was clear and easily understandable, that the responses would answer the research questions, that the setting was appropriate, and that the time allocated was adequate. The pilot study did not warrant modification of the interview questionnaire. While no additional questions were viewed necessary after the pilot study, I found it necessary to add the meaning of some words that I had initially considered as commonly understood terms. The most striking example was "domestic" and "international" student.

Data Collection

Focus Groups

Focus groups are semi-structured discussion groups that meet only once to concentrate on a specific topic. In this case, the topic of discussion was the experiences of domestic students in interacting with international students at the University of Toronto. Focus groups have been found to be particularly useful for obtaining in-depth information about attitudes, values, and beliefs, as well as generating ideas and insights at the outset of a study (McMillan, 1986). They

can provide detailed insights into a target audience's perceptions and motivations (Ulin et.al., 2005). Using focus groups, I was able to capture the complexities of domestic students' perspectives in greater depth than possible through a survey or questionnaire.

To develop questions to guide the focus groups, I first determined the information required from respondents to address the central question of investigation, other related questions, and the objectives of the study. The interview questions focused on the main themes of the study, namely the impacts of student interaction, the role of the institution in facilitating interaction between international and domestic students, and interaction opportunities outside the university (see Appendix A). Using open-ended questions I elicited rich information about the respondents' experiences, expectations and interpretations. Throughout the discussions, respondents commented on and built insights around one another's ideas.

Lincoln and Guba (1987) recommend that data be collected and reviewed simultaneously. In this manner, the researcher is able to use existing data to inform the collection and interpretation of additional data (Miles & Huberman, 1984). Organic approaches to interviewing allow the researcher to vary the order of questions as well as allow for flexibility while interviewing, to ensure a natural interview process. This approach guided the focus group and in-depth interview processes. I expanded and re-phrased questions to clarify them for the participants, without changing the core content during focus group discussions. I made an effort to ask all focus groups the same structured questions in order to maintain consistency in the responses from one group to the next. However, I also used unstructured questions spontaneously to further probe for responses or extend emerging themes.

Each focus group consisted of between 4 and 7 participants. Since the call was advertised across campus notice boards and electronically, participants were from diverse disciplines and

had diverse experiences with regards to the subject matter. The focus groups took place on each of the campuses, ensuring a convenient environment and providing an opportunity to make general observations about the campuses, particularly with regards to programming around international and domestic students. The shortest focus group discussion lasted 52 minutes while the longest lasted 96 minutes. Interview summary sheets were developed with the anticipated common themes. New themes were added as they emerged during the in-depth interview and focus group discussions.

At the beginning of each focus group interview, I reviewed the goals of the study and consent forms with participants. We discussed their permission to audio-record the interviews, the length of the focus group, procedures regarding withdrawal from the study, and finally the opportunity to review the interview transcriptions and designate any portions to be deleted. Each participant then signed two copies of the consent form. Each participant received a copy of the consent form and gave the researcher the other copy. Some participants did not wish to keep a copy and, therefore, signed only one copy of the consent form. These forms have been kept locked in my home office.

In-Depth Interviews

At each focus group, I invited two respondents to participate in individual in-depth interviews. In every focus group respondents were eager to be involved in the in-depth interviews. However, only two were selected per focus group on the basis of their availability. The purpose of the in-depth interview was to further explore the themes that emerged from each focus group. The researcher followed the same consent procedures as in the focus group. Four out of the 12 respondents chose to have a telephone interview rather than a face to face one since they were not available to meet at a mutually agreed upon time. Each participant was interviewed

for approximately 25-48 minutes. The interviews were audio-recorded and later coded to ensure privacy.

Data Analysis

Transcription

All focus groups and in-depth interviews were audio-recorded to ensure that all information was retrievable and accurate. A professional transcriber was hired to transcribe the recordings. Transcripts were then sent to respondents to confirm accuracy and to delete sections that they did not want to be included. As expected, the interview transcripts were a little disorganized and incoherent in some places. I used cross-referencing between focus group and in-depth interview data, following the themes established through the research questions. Transcription was completed within one month of the data collection. Respondents from each focus group were e-mailed the group's transcriptions for review. Since names were not given in any section of the transcription, respondents were not identifiable. Respondents made no requests to change any section of the transcriptions.

Coding

Following transcription, data was coded based on campus as follows: Each focus group was given the campus name and a number to identify it. For example, the first University of Toronto Mississauga focus group was identified as UTM1 and the second focus group was coded as UTM2. The same followed for the Scarborough and St. George Campuses (UTSC1 and UTSC2 and St. George1 and St George2). Each focus group produced two respondents. Interviewees were given a code name identifying their campus, focus group number, and a new

identifier as follows: UTM1a and UTM1b, UTM2a and UTM2b, UTSC1a and UTSC1b, UTSC2a and UTSC2b; St. George1a and St. George1b, St. George2a and St. George2b.

Content Analysis

One of the challenges of employing interviews and focus group discussions is the possibility of obtaining data that is incoherent, meaningless, or irrelevant. Using interpretive and reflexive reading, I organized the data to form descriptive summaries. Interpretive reading means that the researcher is involved in reading through or beyond the data in some way (Mason, 2003). These summaries consisted of quotations, organized around common emerging themes, based on the initial research questions. I then took sections of recurring data and designated them to appropriate thematic areas and categories. These themes emerged as data was obtained. For example, a general theme on the impacts of interaction between domestic and international students was subsequently expanded into separate categories, based on the character of the experiences, for example, negative, positive or neutral experiences.

In the presentation and analysis of responses I have qualified the weight of the responses by indicating “a few” to show that majority of the respondents presented a different perspective. I have also highlighted responses that were provided by “most” or “a majority” to show that only “a few” of the respondents had a different perspective while “a majority or most” shared a common perspective. “Some” was used to show that the perspective was not unanimous without qualifying whether it was “a majority” or just “a few”. In one case I have presented the only one respondent was totally opposed to interaction with international students. On rare occasions I have presented the responses given by a focus group as one entity.

Ethical Considerations

Before undertaking any research involving human subjects, researchers at the University of Toronto must obtain consent from the ethics board. This research was approved by the Office of Research Ethics of the University of Toronto (see Appendix 1). I waited for this approval before sending out a call for participants. Upon receiving consent, I embarked on the data collection process. Since by the end of the approved year data analysis was not yet complete, an extension was sought and granted for another year. The respondents were contacted via e-mail, with a letter outlining the research goals, confidentiality, assurance of anonymity, and proposed time commitment. Upon agreeing to participate, they signed a consent form giving the researcher permission to use information obtained from them in the study. I also sought additional permission to quote them directly. The respondents were assured that their participation in the study was voluntary and that they could withdraw from the study at any time.

It is possible that a highly informed reader may be able to deduce the identity of the respondents from the data presented here; and, if they are aware of an individual student, they could try to guess the identity of some of the respondents. I have, therefore, made a conscious effort to remove any identifiable elements in the participant responses represented in this thesis. Audio-recordings and interview notes have been kept in a locked filing cabinet in my home office and are used only by myself, the researcher. Data transcripts and recordings will be destroyed subsequent to acceptance of this thesis. Interviewees were informed of these facts.

Study Limitations

This research is not without some limitations. The four main limitations that I have encountered include challenges in the process of categorizing the data into themes,

generalizability, the number of respondents, and the resources available for this research. I briefly highlight these limitations below, as well as indicate how they have been overcome.

Simple Indexing and Categorization

Because I used simple indexing to categorize the data, one theme sometimes addressed more than one topic or concept at a time. This made the data seem somewhat repetitive or sometimes overly intertwined. Furthermore, because some of the themes were too broad, it was challenging to make connections between more than one set of data. Despite these limitations, I found that the method of simple indexing is a useful way to offer readers signposts. It was also useful to set broad boundaries up front and then limit them in the process of analysis. By setting these categories based on the main research questions, it was possible to analyze the data consistently, appropriately, and strategically.

Generalizability

The generalizability of this study is limited, due to the fact that it is very specific to the immediate environment of the study site. There are several unique environments that may influence The University of Toronto student experiences in particular ways. The fact that The University of Toronto is located in one of the most cosmopolitan cities in the world affects generalization, especially for towns that are not as diverse as Toronto. Equally, specific institutional and city characteristics may not apply to most other cities around the world, or even within Canada. However, much of the data provides points of reference for other institutions, especially those in large diverse cities, such as Montreal or Vancouver within Canada, and similar large metropolitan areas elsewhere.

The role of the institution in facilitating interaction between domestic and international students is another factor that makes generalization difficult. Institutions may provide unique policies and programs as well as employ different strategies for the internationalization of their campuses.

Sampled Population and Size

The study focused on domestic students in their senior years of study. The percentage of the selected population is fairly small compared to the total student population at the University of Toronto. However, breadth is not the focus of this study. To obtain meaningful data on the experiences of domestic students with international students requires a detailed in-depth study. Thus, the focus groups followed by individual interviews, could only be undertaken with a relatively small number of respondents.

Resources.

In order to make the findings more generalizable, it would have been ideal to study multiple institutions, multiple sites and more than six focus groups. However, this is a self-sponsored study with limited resources. As such, I had to limit the study to a manageable size, in terms of the number of focus groups and sites. Nevertheless, I have balanced the number of focus groups in the three The University of Toronto campuses, with the use of a self-selection sampling method, to ensure that respondents were not selected based on an obvious researcher bias. In addition, the choice of the three different settings at the University of Toronto served to balance the data collected. Despite the limitations noted, the results of this research have important implications for theory and practice, as is demonstrated in the fifth chapter.

Chapter Summary

This chapter described the methods employed to explore the dynamics of student peer-interactions and the way these interactions influence their interpersonal experiences in informal settings. In this chapter, I provided a brief description of qualitative methods as the most appropriate approach to address the research questions; I described the three study sites, the characteristics of the respondents and recruitment procedures, as well as data collection and analysis procedures, and ethical considerations. In the last section, I highlighted some of the key limitations of this study and identified the strategies used to overcome them.

In the next chapter, I present the participant responses, starting with a demographic analysis of the respondents, and followed by a thematic analysis of their responses.

CHAPTER 4: RESPONDENTS' PROFILES AND RESPONSES

Introduction

In this chapter, I present the research participants' responses obtained from the six focus groups and the 12 individual in-depth interviews conducted for this study. The data collected was broad, insightful, and, in some cases, incoherent. To make sense of the responses, I organized them around themes related to the core research question—how do domestic students experience interaction with international students and what effects do such interactions have on their learning?

In the first part of the chapter I provide the profile of the respondents, including their campuses, major areas of study, year of study, residency status, experiences abroad, etc. The second part presents the research findings and analysis according to the key interview questions and related themes as well as new themes that emerged during data collection and analysis. I have included direct responses that best capture the focus group discussions and in-depth interviews to provide readers with a glimpse of the respondents' perspectives in their own words.

Student Profiles

Table 2

Total Number Versus Maximum Number of Respondents in the Focus Groups

Maximum number of respondents	Actual number of respondents
42	31
100%	74%

I proposed to include 4-7 respondents in each of the six focus groups. Therefore, the maximum expected number of respondents in all focus groups was 42 and the minimum 24. A total of 31 respondents participated in the focus group sessions, a 74% response rate in the focus groups. Two respondents from each focus group were self-selected for the in-depth interviews, providing a total of 12 respondents. Therefore, a 100% response rate for the in-depth interviews was achieved.

Table 3

Respondents Based on Campuses

The University of Toronto campuses	No. of respondents	Percentage
Mississauga	12	39%
Scarborough	10	32%
St. George	9	29%
Total	31	100%

The Mississauga campus provided the largest number of respondents, followed by the Scarborough campus; the St. George campus had the least number of respondents. At each

campus I conducted two focus groups, amounting to six focus groups in total. Each focus group was within the expected range of participants.

Table 4

Respondents Based on Gender

Gender	Number of respondents	Percentage of total no. of participants
Male	9	29%
Female	22	71%
Total	31	100%

Out of the 31 respondents 22 (71%) were female, while 9 (29%) were male. Since respondents were self-selected, it was difficult to ensure a balance of gender and other characteristics. Three important variables were necessary to participate in this study.

Respondents were required to be a University of Toronto student, in their upper years of study, and either a permanent resident or a citizen (domestic student).

Table 5

Respondents Based on Year of Study

Year of study	No. of respondents	Percentage
3 rd year	9	29%
4 th year	19	61%
5 th year	3	10%
Total	31	100%

A majority of the respondents were in the 4th year of study (61%) and another 10% were in the 5th year. Nine out of the 31 respondents were in their 3rd year of study, which accounted for 29%. Students in their upper years of study were targeted for this research, based on the assumption that by their 3rd, 4th or 5th year at university, students would have had ample opportunities to explore interactions with international students, both in class and outside

the classroom; they would have either seized or declined such opportunities, or found that opportunities were not available.

Table 6
Respondents Based on Study-Abroad Experiences

Study-abroad experience	No. of respondents	Percentage
Respondents <u>with</u> study- abroad experience	4	13%
Respondents <u>with no</u> study- abroad experience	27	87%
Total	31	100%

Of the 31 respondents, 27 (87%) indicated that they had not had the opportunity to study abroad, while only 4 (13%) had study abroad experience. Many respondents indicated that they had considered summer abroad study programs, but the cost was prohibitive. Two of the four respondents who had participated in a summer abroad program, highlighted that their choices were influenced by international students they had met and interacted with on campus.

For the purpose of this research, study abroad experience was defined as participation of a student enrolled at the university in a recognized program, involving travel abroad for a given period of time for purposes of study; this participation contributes to the completion of the student's degree. It is important to note that the percentage of respondents who had participated in a study abroad program is proportionately higher than Canadian student average. This may be attributed to the topic of this study that could have attracted people interested in such issues, and the fact that respondents were self-selected to participate in the study.

Table 7 shows the number of students who had lived abroad for a period of more than six months since the beginning of high school.

Table 7***Respondents Based on Experiences Abroad***

Experience Abroad	No. of respondents	Percentage
Lived abroad for 6 months or more	10	32%
Did <u>not</u> live abroad for 6 months or more	21	68%
Total	31	100%

Table 7 combines respondents with study-abroad experience and immigrants to Canada during their university years. Although few respondents had studied abroad, 10 of the 31 respondents indicated that they had lived abroad for a period of more than six months since beginning university. It is possible that one of the respondents studied abroad for less than six months. The majority of the respondents who indicated that they had lived abroad for more than six months were recent immigrants to Canada who arrived during their university years (see Table 8).

Table 8***Respondents Based on Years of Canadian Experience***

Canadian Experience	No. of respondents	Percentage
Born in Canada	14	42%
Since elementary school	6	19%
Since secondary school	4	13%
Since university	7	23%
Total	31	100%

When respondents were asked how long they had been in Canada, their answers varied significantly. Less than half of the total number of respondents was born in Canada, 14 (42%). 58% of the respondents were born outside Canada and immigrated at different ages. Six of the

respondents (19%) came to Canada when they were in elementary school, four when in high school (13%), and 7 came to Canada to study at the university (23%).

Table 8 demonstrates the reality of domestic university students in Canada and in the GTA, in particular. These percentages closely mirror the diversity of students at The University of Toronto as presented in the data from the 2006 National Survey of Student Engagement (NSSE). According to the 2006 NSSE data, 19% of first year students who participated in the survey were not Canadian Citizens and 59% identified as members of a visible minority (University of Toronto, Measuring up Report, 2007). In this study 58% of the respondents were born outside Canada falling within the range reported by both NSSE data and Statistics Canada data.

Table 9

Residency Status of Respondents

Residency status	No. of respondents	Percentage
Permanent resident status	6	19%
Citizens	25	81%
Total	31	100%

In terms of their status in the country, of the 31 respondents, 25 indicated that they were citizens (81%), while only 6 indicated that they had permanent resident status (19%). One respondent, who moved to Canada three years ago, was born here but had moved to another country and returned for her university education. Three other respondents indicated that they have moved back and forth to Canada as well. Respondents were not asked to identify their countries of origin, although some voluntarily provided this information during the course of focus group discussions.

Table 10*Number of Respondents Based on Programs of Study*

Academic program-major	Number of respondents
Life sciences	6
Human Biology	1
English	1
History & Anthropology	2
Biology	2
Biochemistry	3
Mathematics	1
Management	5
Business admin	1
Political science	3
Anthropology	1
Psychology	2
Environmental science	1
Did not indicate their major	2
Total	31

Table 10 demonstrates that there was a broad representation of respondents from diverse academic disciplines. This is also reflective of the diversity of programs offered at The University of Toronto. The diversity of respondents in terms of academic discipline contributed to rich discussions.

Table 11*Living Arrangements While Attending University*

Living arrangement during school year	No. of Respondents	Percentage
Living on campus	13	42%
Living at-home with family	14	45%
Living away from home but not in university residences	4	13%
Total	31	100%

Although the study questionnaires did not specifically ask respondents to indicate whether they lived in university residences or not, this question arose in all of the focus groups. Thirteen of the respondents had lived or were still living on campus. Fourteen students had

never lived in the residences and commuted to campus from home, and four lived off campus on their own. Initially, I had not considered the issue of living on or off campus as an important factor in this study; however, during the course of data collection it emerged as significant, and so it is discussed at a later point.

Presentation of Responses

During the process of data collection and analysis, a number of themes emerged. This section is organized around these themes. Open ended questions structured the focus group discussions. Drawing on responses to these questions, in the course of the discussions, and the research analysis, some of themes that emerged were expected based on research questions, while others were unexpected. Although I acknowledge that there is some overlap among these themes, they serve to organize and explicate the participants' responses. The following are the research themes:

1. Identifying International Students
2. Perceptions, Biases, and Stereotypes
3. Interactions with International Students
4. Impacts of Key Factors on Interactions
5. Role of the Institution in Facilitating Interactions
6. Interaction Opportunities Outside the University
7. What Matters When Students Interact
8. Respondents' Recommendations

Identifying International Students

One of the initial questions in every focus group discussion was “*How do you identify an international student on campus, whether in the classroom, in a club, or at events?*”

Respondents provided a number of different answers to this question. At first, the responses seemed simple and superficial. Respondents answered the question without much hesitation and without much thought. They identified international students:

Based on what they are wearing or how they speak, you can tell that they are international. Usually they are dressed out of fashion or in wrong clothing for the weather. (UTM1, 2008)

Just by a look at the student and when they speak.... Their accent, and sometimes you have to talk to them, and if they are unsure and asking a lot of questions (UTM1, 2008).

Often times international students group themselves together with people of the same areas like in residence or clubs. It's therefore easy to identify them (UTSC1, 2008).

Like xxxx said, they group together. If they are Russian they will tend to stay together and even speak Russian or Chinese, whatever their language is (UTSC1, 2008).

Sometimes one can tell by their name, first or last name that is hard to pronounce, immediately that student is international, also different clothing gives a clue (St. George1, 2009).

The initial answers provided, prompted some within the group to question them. At this point the answers became more complex than before. As the discussion continued, it became

apparent that identifying an international student is dependent on one's definition of the term. Although I provided the standard definition of international students at the beginning of every discussion, it turned into an important question, explored in almost all of the focus groups. Respondents often had their own ways of identifying and defining an international student that were not always in line with the conventional definition. Respondents asked, "But how are we defining 'international student' here?" or "But who are international students, anyway?"

All groups wrestled with the problematic nature of defining international students. These are some of their responses:

It also matters how we define international students, I think here we thinking someone from another country, here [in Canada] for the first time (St. George1, 2009).

For me international students cannot be simply identified by looking at them or listening to them speaking. It is certainly more than that (UTSC2a, 2008).

With all the immigrants it is hard to simply tell an international student by looking at them or from their accent. Someone has to tell you they are international. You cannot just assume (UTM1a, 2008).

Yeah. You are right. Although I am a Canadian citizen, many people consider me international just because I did not go to high school in Canada and I speak with an Indian accent (UTM2a, 2008).

My friend from Europe has no accent and it took me a long time to know he is international. I only learned about his status last year (third year) when he told me that he was going home for Christmas holidays (UTSC1a, 2008).

These statements demonstrate that students recognize the complexity of defining and

identifying international students. Almost all of the respondents and focus groups questioned their initial responses to the issue of identifying international students, and a more critical discussion followed. Respondents raised the issue of diversity in Toronto and at the University of Toronto, they questioned the definition of international students, the stereotypes associated with international students, and so forth. The discussion of the identity of international students concluded with the assertion that students must interact with each other in order to identify an international student on campus. The following quote summarizes this discussion:

I do not think it is as simple as looking at someone. Students here are from very diverse backgrounds. Unless someone tells you that they are international students, you cannot tell by looking at them. You have to engage in a conversation or live together to know. You may have your own suspicions but that's not always correct. For me it's all about having a really meaningful interaction, such as a serious talk and discussing issues in class, to really know the person (UTM1, 2008).

All of the focus groups concluded that identifying international students required more than their physical appearance. Meaningful interaction and self-disclosure were accepted as the only legitimate ways of identifying international students.

Perception, Biases and Stereotypes

Respondents did not shy away from acknowledging and challenging their own biases. They pointed out that their biases had an impact on interactions between domestic and international students. Respondents who came from other parts of Ontario or from other provinces, for example from London, Ontario or Prince Edward Island (PEI), revealed their initial prejudices and the changes they experienced in their perspectives. They spoke of their ignorance and assumptions with regards to cultural differences before entering university.

Those from more homogeneous communities pointed out the difference it made for them to study in a diverse campus. Before entering the University of Toronto, some of the respondents believed that all non-whites were international individuals. Since they began their studies at the university, they faced a number of challenges to their assumptions and realized that the colour of a persons' skin is not a determinant of their citizenship status. The statements below demonstrate this growing awareness:

Judging just by first impression is not usually fair. I learned this very fast in my first year on campus (UTM1a, 2008).

Assuming that an international student could be from the States [USA] or Europe, like England, accent is not always a determinant of an individual as an international student (UTM2b, 2008).

Coming from PEI, I had initially assumed that all students who were not white, Caucasian were international. This was the case in my high school. That was very naïve (UTM2, 2008).

That's very true.... For me, from a small town near London, Ontario, I had similar notions that all non-whites are international because in my school we did not have students from other countries. At first I wondered how come there are so many international students on campus. (St. George2, 2009)

As an immigrant myself, my professors assume that I am an international student and that I understand Mandarin or Cantonese languages, although I have never been to China and I speak English with a Canadian accent. I think just by looking at me, they assume I am international. It is not just professors who make this assumption. Some staff and international students assume the same as well. Some international students assume that I will speak Mandarin or Cantonese because of my looks. I think everybody expects that. (UTSC2b, 2008)

Respondents from diverse backgrounds held a number of different assumptions about international students when they entered university. These perspectives informed their expectations and how they initially related to those they thought were international students. Respondents who entered the university from diverse communities, such as Toronto, had already had opportunity to test their assumptions regarding international students, as this respondent explains,

I went to high school in the Toronto High Park area, and many of my classmates were non-white and had never even been outside Canada all their lives. Others were Canadians who had migrated when they were children from different parts of the world. For me, from Toronto, I did not assume that all non-whites are international (St. George², 2009).

It appears that the learning curve was larger for respondents who came to the university from less diverse communities. However, it is important to note that biases, stereotypes, and perceptions were viewed as major barriers to interaction between domestic and international students on campus.

Interactions with International Students

In this section I present participants' responses to the following questions: Do international and domestic students interact? What are the reasons for and benefits of such interactions? What are the positive, negative, and neutral impacts of such interactions? What are the various barriers to interaction?

Reasons for interactions with international students.

It became evident that when interaction between domestic and international students occurred, curiosity or the desire to learn was not major factors in initiating the interaction. On the contrary, such interactions occurred while students were engaged in other activities, and were usually facilitated by a classroom assignment or an on-campus job. Campus programs for student development—such as peer-pairing (mentoring or buddy programs), student activities through societies, student governments, or informal social activities, such as events on campus or pub nights—often provided the occasion for interaction to take place. In such environments, respondents described their interactions as organically occurring:

I just happened to have a friend with whom interaction happened. It is pretty much the same for international students as with any other friends. I did not actively pursue it. It happened naturally...but once the conversations start, curiosity begins.... You start discussing things, like where they came from, why Canada/Toronto, and on and on. I did not find it difficult; and then they too would ask me questions they might not have asked someone else (UTM1b, 2008).

I do not think any of us wake-up one morning and decide we are looking for an international student to befriend. This happens as we go about our daily business on campus, especially school work or school projects or someone like a don who also happens to be an international student. Many times it is the person with whom you share common interests (St. George1, 2009).

One of my best friends is an international student from Malaysia. We became friends while volunteering at the Accessibility Centre and again at Community on Campus. We met often enough and we realized that we have common interests (UTM2b, 2008).

I was volunteering for the campus open day last year and I was randomly assigned to a role with two international students. I, therefore, found myself having this interaction that I did not plan for, because sometimes there was downtime at our station. We started talking about marriages and weddings and social life from different perspectives. It is amazing that volunteer activity resulted in all of us learning from each other about different marriage and wedding ceremonies (UTM2a, 2008).

Majority of the participants in the focus groups reported that they had meaningfully engaged with at least one international student in the course of their studies at the university.

Respondents who had meaningful interactions with international students supplied many reasons for these experiences. Some of the respondents' interactions were sparked by previous international travel experience and their curiosity to investigate more of a particular foreign culture or way of life; some interactions coincided with respondents' development of political awareness, as a result of courses they attended or watching the news; some interactions were the result of studying a foreign language or developing personal relationships. The range of responses was wide and the impacts of such interactions were diverse. The benefits of interactions were expressed as unexpected outcomes of the interactions. Some indicated that they benefited more than they had initially anticipated.

I have had very meaningful conversations with international student so far. In the first year my family was out of the country. So when I was lonely I realized that we shared the same problems, such as missing friends and family. As I went from first to second year, I tried to mingle with local domestic students, and not all were ready to accommodate me in their circles. In fact, I found it very challenging to penetrate them, because they were friends from high school. Although I am Canadian, I did not go to high school in Canada. I feel more international than domestic sometimes (St. George1, 2009).

As an out of province student, I did not know anybody from my high school on this campus. I found it easier to interact with international students who also did not know anybody. I have more international friends than local students. Eventually I have met a few friends from British Columbia (St. George1, 2009).

Some respondents indicated that they had positive perceptions of international students and interacting with them, because they work hard at school. One very common comment (at least from every focus group) regarding international students was that they are highly motivated with regards to their academic achievement. The following are some of the respondents' perspectives on this subject:

I think because they pay way too much fees than us they tend to study a lot harder. They take their studies very seriously (UTSC2, 2008).

I find them to be very competitive, and it's like they push others in their group to work as hard. I kind of like that. We were working on a group project with four international students, and it was a Thanksgiving weekend; all of the Canadian students traveled home, but they worked on the project all weekend. I guess partly because they did not have family to have thanksgiving with, but this happened again and again (St. George 1a, 2009).

They tend to party less and study more. Sometimes I think they make the professors set the bar too high for all of us, because they study way too hard. I am not sure whether it is because of their educational backgrounds. But again this is University of Toronto, and it's very competitive here (St. George1a, 2009).

We have three Japanese students (I think they are from Japan). They are so hard working. When the professors give assignments they ask for clarification for every small detail to make sure they get the assignment right. Sometimes I want

to tell them to take it easy. But other times I check in with them, because they always have all the details. They are so detailed, and so I sometimes like being in their group (St. George2, 2009).

Respondents indicated that they found this “hard working” characteristic common amongst international students. Some respondents indicated that because international students work hard, they are drawn to them and wish to be part of their discussion groups. Some respondents however found this hard working characteristic too competitive.

Throughout the focus group discussions, respondents asserted that the reason why domestic students fail to interact with international students is their ignorance of the benefits these interactions offer, as well as fear of exposing their own ignorance. Many respondents believe that students both domestic and international focus more on being comfortable as opposed to challenging themselves to learn from new circumstances.

Take a look around campus. You will notice many times students in their comfort zone with students either from their own country, former school or even out of province. I just think it’s natural, but mainly driven by lack of willingness to push the envelope. As a don we are really encouraged to push the envelope and explore new territories. It feels daunting at first but the more I have done it the more it becomes easier.... I have been a don for two years now. I am a senior don (UTM2b, 2008).

For me the main reason for not interacting with others, who are different from me, is mainly to protect my ignorance. I do not want to make myself look stupid. I believe many people are like me (St. George1, 2009).

Positive impacts of interaction.

Respondents identified many benefits resulting from their interactions with international students. Learning was described as a major benefit. Respondents identified learning skills, gaining knowledge about other people, and, more importantly, learning how to interact with confidence with diverse communities. The following are some of their responses:

As a result of volunteering at the International Students Centre for three years, I have interacted with very many students from many countries. I have learned the right kinds of questions to ask and how to ask them (St. George2, 2009).

I used to be very ignorant about Muslims. The only thing I knew about them was from the media. I actually had this very strong fear until I learned, after one year that my don, whom I had a lot of help and support from, was a Muslim. She did not give me any indication of her religious faith for the first year. After I learned she was Muslim, it was very easy for me to ask lots of questions because I had asked her many stupid questions about the school anyways. I learned a lot from her and my biases were really tested (UTM1b, 2008).

My friends' roommate in first year was from Japan, although she grew-up in another country that I cannot remember right now (I think it's Hong Kong). Well, we both realized that we needed to learn about Japan (My mom is Japanese and my dad is Canadian), because we did not know a lot. We decided to try and get into the summer abroad [program] or something like that, but first we decided to join the Japanese club on campus. It has been really good. We learned a lot. When we joined the club, we realized that even some students from Japan were learning from others. We did not feel as stupid (UTM1a, 2008).

Respondents described these learning experiences as empowering, enabling them to communicate with people who are different from them. For some who did not have strong cultural identity prior to joining the university, they found such interactions to be helping them

in re-entry to their cultures. These experiences mitigated their fear and uncertainty around people from other cultures and religions. Some respondents said that the learning was mutual, that both domestic and international students *learned* from each other.

I believe students, both domestic and international, are so exposed to different things that they were not aware of and did not know about. At the International Student Resource Centre, we had a game where we were asked to share something special about our country, and people said very interesting things. I actually found myself going online to read about some of those issues afterwards (UTM1, 2008).

Some respondents reported that they sought to gain international experiences through interactions with international students. Their premeditated intentions were motivated by a variety of factors, including previous high school engagement with diverse students, personal international travel/study background, study, media, or curiosity. These respondents participated in programs that foster interaction, including peer-pairing programs, such as buddy programs and international mentoring programs organized by international student centers across campus. Respondents who immigrated to Canada from India, Indonesia, and Japan indicated that they sought interactions with international students from their respective countries, because they felt more connected to their past through these interactions. The following comments demonstrate these benefits:

Although I am Canadian, I am particularly very connected to students from India because I see myself through their struggle to adjust and fit-in in Canada. I went through similar experiences when I was in high school as a new immigrant (UTSC1a, 2008).

I had this big assumption that since people come from different countries, we are very different from each other. Sometimes I think it's just being young and inexperienced. This is actually not mostly the case. Since I have been a don for three years now, I am a lot more accepting of other people and I appreciate the similarities more. As a don I am forced to interact with students from all sorts of backgrounds. We are trained to deal with such differences (UTM1b, 2008).

Now I feel that I want to learn more. It's just one of those things that you do not even think much about, but thinking about it now it's a lot of learning. Seriously. (St. George2a, 2009)

Since I decided to take an extra year (5th), I also decided to get really involved...take advantage of the many things this campus has to offer. I now volunteer for the International Student Resource Centre and I am more active in class. I realize that I lost a lot over the years, and I am trying to recapture the lost opportunities this last year. There are very many different perspectives in our campus as a whole. I understand a lot more, and I realize how lucky we are as Canadians, and what we are missing by not listening to other perspectives (UTM1, 2008).

I know more about their holidays and customs and I have more to refer to; then I am more comfortable and confident meeting other people and even telling them the little that I know about their culture or religion (UTM2b, 2008).

Also you know what is socially acceptable, like I did not want to call anyone brown or black, but I also did not know how to refer to them without looking very ignorant. You acquire a lot of skills when interacting with other new people. (St. George1, 2009).

Cross-cultural sensitivity, as well as cross-cultural competence, and learning to appreciate other cultures are key benefits of interaction according to the respondents quoted above. Respondents

also pointed out that they have come to appreciate their own cultural backgrounds and their home country more after interacting with international students.

I came to value Canada so much more because of how great and excited they (international students) were to come to Canada and I take it for granted. Many had visited places I had never been to in Canada, e.g., Museum of Civilization in Ottawa, wineries in Niagara-on-the-Lake, etc. I felt challenged, and I have started to visit my own country. You know the way Indian people do not go to Museums? I have started pushing my parents to go to museums and Art Galleries (UTSC1b, 2008).

I have come to appreciate Canada a lot more. When you visit a different country you come with a whole new appreciation of your own home, or town, or country. For example, when I was at Berlin, I realized how similar we are in terms of our living style and our education system and university. I used to say taxes are high in Canada but you know they are three times more expensive in Europe than Canada. Such things, they really help you appreciate your country (St. George2a, 2009).

In addition, respondents reported that, in some cases, international students helped them discover local points of interest. Some respondents described experiencing the culture around campus and within the city differently.

I was amazed how there are all these great food places that I had never visited here in Scarborough, just because I did not know them or did not dare venture into exploring. My international friends have taken me to places I would never have thought I would ever venture into, and the food has turned out to be great. How else would I have ventured into a Caribbean restaurant? I would not even know what food to ask for and I do not want to make a fool of myself (UTSC2a, 2008)

In Mississauga there are all these food places that are in small corner malls, and unless you know them, there will be no reason to stop there, unless you are adventurous. The International Students Resource Centre started sampling international foods once every month. As a volunteer we joined them. It has been a lot of learning. You might never know how much different food there is in Mississauga. Did you know there is even a food court just with ethnic foods from all over the world in Mississauga? (UTM1, 2008)

Respondents described several activities that they would like to be involved in as a result of interaction with international students. Travel abroad to learn different languages and cultures was high on their list of outcomes.

I find it great how they know three languages, Urdu, Arabic, and English. I want to learn more languages and avoid limiting myself to one language; I think it is very limiting. I admire the way they switch from one language to the other, and some are very fluent in all, including English because they attended international schools in Dubai. Some people think this is a negative, but I find it fascinating when people switch languages (UTM2, 2008).

I would like to learn Spanish as well as French. French is a personal thing, but Spanish is due to interaction with friends from South America. I have lived with my room-mate for two years and I picked up Spanish over the course of the years. His mother would call our house and speak to me in Spanish, and I picked up the keywords (UTM1, 2008).

There are some places that I had never thought of going, like I have a friend from South Africa and had never given South Africa a thought before, and I never wanted to go there either, because I knew nothing about South Africa apart from apartheid. Am I the only one? But then I am planning to take a summer abroad course there. I think it is a very interesting place from what I hear from them. I want to go there (St. George1, 2009).

Me too. I played rugby with a guy from South Africa and it sounded like an interesting place. I did not know they play rugby in Africa. I am now very curious to visit the place and probably visit other countries in Africa as well (St. George1, 2009).

I met and befriended an international student from Belfast. Last year, I decided to take a summer abroad course there. It was the greatest learning experience for me ever. I plan to take another course next summer somewhere in Mexico. My friend told me she had a great experience there learning the culture as well as Spanish (St. George2, 2009).

The majority of the respondents who had meaningful interactions with international students described the resultant benefit of learning to live in a diverse world and with diverse people. Some have decided to undertake the study of a particular culture, influenced by the international students they interacted with. Based on their interactions, participants have traveled or plan to travel to various countries of world, either through summer abroad or exchange programs or for friendly visits.

Negative impacts of interaction.

Respondents identified several negative impacts as a result of interaction between domestic and international students. One focus group, in particular, identified negative biases associated with the identity of international students as having direct impacting on their interactions with them. Respondents indicated that interacting with international students created a real identity challenge for them because these negative perceptions are common among domestic students on campus. Consequently, some of the respondents were uncomfortable identifying with and openly interacting with international students. They were

afraid that they too would be perceived, by other domestic students, with similar negativity.

These factors have a negative impact on student interaction. One respondent stated that:

A lot of my friends are international, but sometimes I have this fear that I might be considered a FOB (Fresh-Off-the-Boat) because my parents came from Sri Lanka. I am not superficial with them, and at the same time it is a struggle to fit in with my domestic colleagues, because they sometimes say really negative things about international students (UTSC2, 2008).

The focus groups indicated that negative perceptions of international students were a great challenge, especially among people of colour who are not international students, but by virtue of interacting with international students, they are viewed as international as well. Considering the derogatory terms used to describe international students, such as *Fresh off the Boat* (FOB), some respondents said they avoid interactions with them. Other respondents indicated that they lacked patience with international students, especially in class because, either they have too many questions or they take too long to express themselves, leading to what they considered a lot of wasted time. They indicated that international students sometimes ask trivial questions that a Canadian would not ask. These are some of the comments that respondents made:

Personally I think it takes so much effort such that unless you are forced to interact in a setting you are put into, for example group work, you are not going to interact or even make friends with an international student. First you have no common interests, second it will take you so much effort to explain things, so why do it when you have a lot of extra work to do? It can be very exhausting (St. George2, 2009).

Sometimes, their behavior is a bit unusual for Canadians, like at the bus stop. Normally Canadians will line up but they might sometimes jump to front of the line and such antisocial behaviour...even just holding doors for others, most

international students do not. Such little things that make me feel like they are rude or I am very different (UTM2a, 2008).

In my 1st year we had a CCT⁷ tutorial and I was with a group of Asian students, and they did not speak English almost all the time, and I felt so singled out, and I did my part feeling excluded. When people speak other languages on campus, they exclude those of us who cannot understand them. It's not fair (UTM2, 2008).

I had an international teaching assistant from a country where the science program was strong (Russia); hence he had high expectations of the class. So he did not come down to our level, because concepts were very easy for him. He did not understand that this was a much higher level for Canadian students. Therefore the interaction was challenging ((St. George2a, 2009).

These comments demonstrate some of the frustrations that domestic students experience as they attempt to interact with international students.

Neutral impacts of interaction.

Some respondents did not feel that interacting with international students added beneficial value to their learning.

From this study, I understand that international students studying in Canada are expected to add value to domestic students, am I right? Well this is what I hear others say, but for me I do not agree with this. Personally, I do not think I have gained anything. Well, I am not very outgoing and I do not mingle a lot with people, and so I cannot say I have gained anything really (UTSC1, 2008).

⁷ CCT means Communication, Culture and Technology. It is a program of Study at the University of Toronto Mississauga

I agree with xxxxx. I am from India and I came to Canada when I was in grade eight. Most of my friends are from India, including international students and even friends at the temple and my neighbourhood. I have not gained much from them in terms of learning, because these are all the things I always know from my family (UTSC1, 2008).

For me if I want to learn anything from other countries I go online. I do not think I will look for a friend to learn from. It feels kind of weird (St. George2, 2009).

For respondents who had immigrated to Canada, especially the more recent immigrants, interacting with others from their culture provided benefits in terms of their sense of identity, more so than learning benefits. Student's tendency to interact with others from their culture coincides with Dunne's principle of homophily, which states that similarity breeds connection (Dunne, 2009).

Barriers to interaction.

Respondents identified several barriers to interaction, including fear of association with international students due to negative perceptions associated with being international, as mentioned above, and barriers emanating from the international students themselves, including their socialization patterns and poor English language and communication skills. Most respondents expressed frustration with language barriers, stating that it was a source of misunderstanding, took too much effort, wasted time in class, produced mediocre work that affected their group's grade, and even isolated their group. These are some of the sentiments respondents expressed:

Because they speak with each other most of the time, they tend to speak in their language and because we do not speak their languages then obviously, interaction does not happen (UTSC2, 2008).

I will be frank. There are some international students that I do not want in my group. It is too much work. Either you do their work, edit it, or the group gets a low grade. Either way you lose either time or grades (UTM1, 2008).

I do not blame them. It is very comforting to hang around others from your country. When I went to Europe last year on summer abroad, I found it very convenient to hang around students from Canada. Sincerely, it takes less effort, there is a lot to talk about, and you share a lot in common including language jokes, slang...really many things (UTSC1, 2008).

Respondents reported that international students tend to group together with others from the same country or region or community, creating a barrier around them that is difficult for domestic students to penetrate. Respondents shared the following observations,

I have noticed that international students are a very tight knit group. Sometimes they make me feel like an intruder. As a don I had this group of six or seven students from Korea, who spoke in a native language, I suspect it was Korean, almost all the time, went to the gym together, studied together, and did everything basically together. They even sat together during house meetings or missed the meetings together. Other students kept away from them. This social behaviour feels like a way of telling others “leave us alone!”(UTM2b, 2008).

International students tend to stick together and unless there is something separating them, that’s the only time you have to speak to them, especially in class. It is very intimidating to approach a group of five or eight international students, busy and engaged with each other, and particularly when they are speaking a strange language that you do not even understand (UTM2, 2008).

I respect people and their cultures, and for us Canadians we tend to be more individualistic, while I find most international students to be very community minded. I think there is a clash of cultures right there. So for me I find it hard,

because it's like I must be friends with this group of international students, even though only one of them is my real friend. It's a little hard for me (St. George2, 2009).

Impact of Key Factors on Interaction

In this section I further explore the impacts of interactions in relation to a number of key factors, such as university residences, immigration, campus location, programs of study, and classroom size based on data that emerged from the focus group discussion and the in-depth interviews.

Impact of University Managed Residences on Interaction

It became evident that respondents who lived in university residences had a different interactional experience than did commuter students. Respondents, who lived in residence, particularly during their first year of study, reported that they formed friendships and bonds with international students that have survived throughout their years on campus. Many of the respondents who lived in campus residences were easily able to identify members of their first year residence group (both international and domestic) well beyond the first year. Interaction within residences was described by many as very natural and organic. This was mainly attributed to the programs organized by residence staff.

Many respondents felt that living in residences and sharing space and programs with international students prepared them for living and interacting with people who are different from them. They asserted that the preparation they received through residence programs helped them beyond the university and in the larger community. The following statements refer to respondents' experiences in the university residences:

I think it happens very naturally in residence, especially in the first year. With house meetings, social activities, and living learning communities; it really is the only opportunity that you have to push beyond your comfort zone with ease. I realized that I find people from my first year group very quickly afterwards. And because we meet many times in the year, we tend to open up with each other easily and more. Some of the friends that I lived with during the first year are easily identifiable even in classes over the years (UTSC2, 2008).

If you live in residences, interaction happens more naturally, due to programs that are run out of residences. It happens naturally, and I think it is because someone helps break the ice (UTSC1, 2008).

Commuter students, on the other hand, described their first year experience as “lonely”. Some described the process of trying to interact with people who are different from them as “unnatural”. They indicated that, although they may want to interact with students in cultural clubs on campus, they find it difficult. Many of these respondents suggested that once they missed the opportunity to interact with others in their first year, it was difficult for them to gain confidence to do so in the upper years. Respondents agreed that living off campus, especially in the first year, makes it difficult for interactions with other students to occur and friendships to develop, not only with international students, but with domestic students as well.

The value of university residences and the programs delivered by residence staff were emphasized by commuter students and students in residences alike. Respondents strongly commended the programs offered in residences for facilitating interaction among all students.

Actually in my first year, I was a commuter student and I found it hard to make friends. It is really difficult even now for me to make friends, compared to my friends who lived in residence, especially with international students. Where do you start? Sometimes you see a club, for example, the Italian Club, but although

you may be Italian, it's strange to fit in with them even though you are allowed. They all seem to know each other. It seems sharing similar experiences with others when you are new is very basic. I always wished I lived in residence during my first year (UTSC1a, 2008).

As a commuter student I realize that my network of friends on campus is really small, compared to my other friends who lived on campus in the first year. One of my limitations is my inability to roll into conversations with people that I do not know and more so with international students (St. George2b, 2009).

The perspectives of commuter students and students who lived in residences, present the university residences and programs in a positive light. It appears that university residences are uniquely able to facilitate interactions between domestic and international students.

Impact of Immigration on Interaction

More than half of the respondents identified themselves as immigrants who entered Canada either at elementary school, high school, or at university level. Many of these respondents said that they shared similar adjustment-related challenges as international students and sought interactions with them because they identify with their experiences. The following comments highlight the impact of immigration on interaction between domestic and international students during post secondary education.

When I see an international student especially a first year, I identify with them because they remind me of my first year in Canada. I know it is very difficult. I used to cry a lot. I am a Canadian and I enjoy many privileges such as loans, grants, scholarships, ability to work where I want, and I know they cannot. I want to be there for them (UTM1, 2008).

As a new Canadian I was not treated well by other students in my grade ten high school class. I, therefore, feel like I want to protect all new international students and immigrants. That's why every year I volunteer to help international students, because they are more like me than many domestic students are. It's funny because I sometimes feel more international than Canadian although on paper I am Canadian (UTM2, 2008).

Although I have been in Canada for close to six years now, and I am a Canadian citizen, I still feel like an international student. It is hard for me to feel truly Canadian. Maybe after 20 years, but even then. I find it easier to identify with international students, especially those from Mexico. Most of my friends are mainly from Mexico (UTM2, 2008).

I have both domestic and international students as friends. But they are a mixture of international and domestic and mainly Caribbean. Because most of us are immigrants we many times do not even realize that some of us are international because we are attracted to the same activities on and off campus (UTM2, 2008).

Respondents who came to Canada in the last few years reported that identifying with international students was "very natural". Some said they found it easier to interact with international students than with domestic students, because they shared similar cultural norms. Although they also expressed the fact that they had a strong desire to be identified as domestic students, they also did not hesitate to be identified with their country of origin. It seemed as though they have a desire to maintain a dual identity. Those who had immigrated to Canada in high school or at the university level identified more with international students' experiences. It did not, however, appear that they had more interactions with international students than their counterparts, students who were born in Canada or had immigrated earlier in their lives. This

another point to once again show that students are more likely to focus on being comfortable as opposed to challenging themselves to learn from new circumstances.

Impact of Campus Location, Programs of Study, and Classroom Size

The three University of Toronto campuses included in the study were selected in order to determine whether campus location had impact on interactions between domestic and international students. After a careful review of the participants' responses, no major differences appeared among responses based on campus location. On the contrary, responses were very similar among all campuses. This can be attributed to a number of factors; for example, some of the respondents from the Scarborough and Mississauga campuses indicated that they had taken courses at the St. George campus or had participated in events organized at the St. George campus by the International Student Centre, Hart House, and/or the Student Union.

The diversity of respondents, in terms of their major area of study, was initially viewed as a great asset to this study. However, since the focus groups were mixed in relation to respondents' academic disciplines, I did not observe major differences based on respondents' area of study. Few comments were made on the subject, for example, passing remarks in relation to the nature of individual projects in the laboratories or science based programs. However, differences in students' views and experiences, based on their studying in science, arts, or social science programs, were not prominent.

On the other hand, classroom size emerged as a barrier to social interaction between students. Respondents explained that due to large classroom sizes, even faculty members who

favoured group work, and would normally facilitate such activities, avoided it due to the complexities involved in the organization of large classes.

In the labs many times you are testing your own things, in your own time, unless you have a group project, which I have found rare in my four years here (St. George2b, 2009).

In most of my first year, and some second year, courses, we were so many that you did not expect the professors to even consider group work. It would just not work (St. George2b, 2009).

I am so sure the professors do not even know who is international or domestic. Obviously they do not ask, or are they given this information when they receive the names of students registered in their courses? I have not heard anyone of my professors ask this question. In our large classes, even if they are given this information, professors do not even know the names of students in the class, never mind where they are from (St. George2, 2009).

How can you expect interaction to happen in the lecture theatre style, where about 200+ students take lectures? The room arrangement does not allow for this, and the number of students does not help either. Many times there is no room for questions. Professors instruct us to ask questions during tutorials or you send them out to the blog. These large classes are so impersonal (St. George2, 2009).

If a professor does not know the names of the students, how would he/she know their immigration status? I used to think that professors know the number of international students in class, but I now realize that they do not, especially in large classes. I guess even smaller classes. So how would anyone expect them to engage them, unless the student themselves choose to (UTSC1, 2008).

I know in our smaller CCT courses we have learned a lot about Iran, because we have a student from Iran, and it opens our eyes to why we don't know what is going in other places, or we see very little without a whole lot of details (UTM2, 2008).

Based on these responses, a few observations can be made: First, it appears that classroom size is a factor in interaction. Second, the smaller CCT (Communication Culture and Technology Program) classroom allows for student interaction. Third, international students have an opportunity to challenge media perspectives in small classroom settings. Participants perceived class size as an important aspect in facilitating interaction or hindering it. The larger first and second year classes were viewed as less interactional than the smaller 3rd and 4th year classes. This finding justifies the rationale for limiting students' participation in their upper years of study. Furthermore, large classes may contribute to respondents' sense of loneliness, as described later in this chapter.

Perspectives Regarding Institutional Interventions

All focus group respondents and those who participated in the in-depth interviews were asked whether the university should facilitate interaction between domestic and international students. Differing perspectives emerged. Some respondents supported the position that the university should facilitate interaction, while others thought that such interventions were unnecessary. Focus group respondents repeatedly stated that, "*The university should prepare students to work in any place in the world*". While all respondents supported this perspective, they did not agree on how this should be achieved and what role the institution should play.

Perspectives Supporting Institutional Interventions to Facilitate Interaction

The respondents who favoured institutional intervention were positive about programs that, directly or indirectly, facilitated interaction between students based on the benefits of such interactions. Some respondents felt that the university was not doing enough to facilitate interaction on campus and recommended that more be done. These respondents proposed adopting a more proactive approach to facilitating interaction, and including more directly facilitated programs inside and outside the classroom. The following are some of the respondents' opinions:

At the University of Waterloo, the university supports different cultures a lot. There is a week when everyone watches and eats and mixes.... They showcase international culture, dance, and food. That is what preparing people for a global society means. On this campus we do none of those things yet this is a very highly multi-cultural society. How else does the university claim to prepare us [students] for a global society?" (UTM2a, 2008).

A proactive approach from the university is required. I know the university has a few programs at the International Student Centre but who knows what is going on there? They advertise only to students on the list-serve who are international students anyways. It's like the rest of us are not supposed to know what is going on there. It's like locking out the domestic students. The only way I know what happens there is through my friend who shares information with me (UTSC1, 2008).

I think the university administration assumes that students are grown up, and they will seek out interactions for themselves. This might be partly true but I think it would be beneficial if programs like buddy and mentoring programs were marketed more to domestic students (St. George2a, 2009).

Until last year I did not think that it was important to interact with international students, or diverse students for that matter, because I did not think that I was missing anything. I actually thought I had nothing to gain until I changed programs to political science and joined the political science club. Last year when we traveled to New York for United Nations week, I realized I did not know much of the world and I was really ignorant. My friends talked about other countries and issues with ease and expertise. I was really challenged. I believe many students are like me, and do not know what they do not know, and the university knows and it should help the students know. I think the university has an obligation to guide students (UTM2, 2008).

It is natural to interact with students who are like yourself. Were it not for the programs in residences, I would easily have just stayed with my friends from high school. I had three on this campus in my program. Programs in residences helped me mix in easily (UTM1b, 2008).

The university should do more to help students mingle. I know the exchange programs really work as well as summer programs. I participated in them and they help. Of course they are very expensive, but for those who cannot go abroad, I really think the university should help facilitate (UTSC1, 2008).

I think many international students do not participate in class because they are intimidated by domestic students. The university should help break the ice for both groups of students. Canadians and international students would learn a lot from each other. Sometimes people do not know what they are missing (UTM1, 2008).

I feel that the professors can do more to help students learn from one another in classes. Most of my professors do not encourage people from different parts of the world to share their experiences, including different parts of Canada. This would create avenues for us to interact because we would be able to carry on

conversations from the classroom. Professors should make people open up because we all go to the same classrooms. The class is a very safe space to break the ice. Unfortunately the professors do not seem to encourage this. It really is a missed opportunity (St. George1 2009).

Perspectives Opposed to Institutional Interventions to Facilitate Interaction

Some respondents were opposed to institutional involvement in, what they called, “students’ social life”. They felt that the university should allow students to choose whether or not they interact with other students, who they interacted with, and how. They emphasized that interactions naturally occur and that the institution need not be concerned with direct action in this matter. Many of the respondents, who share this perspective, believe that by virtue of being on campus with people from diverse backgrounds, they would experience interactions without effort. These respondents provided examples of places in which students interact without direct institutional intervention, including, classrooms, clubs, laboratories, residences, pubs, cafes, the library, and the campus work environment. Some respondents considered university interventions as “interference in students’ personal lives”. The following are some of the ideas the respondents shared:

Because international knowledge is so accessible here, and such knowledge is so easy to come by, you might want to take advantage without the university interfering in anyway (St. George2, 2009).

University’s facilitated interaction sounds very artificial to me. Interaction should be natural (St. UTSC1 2008).

Usually events and programs that are organized by the university are boring and feel compulsory. Students do not like that. If students feel that they need to

interact with international students, they will do it anyway on their own (St. George1b, 2009).

This is Canada; we already have very many immigrants. In fact, you will have to make a lot of effort to avoid people from other cultures in class, lab, clubs, etc. The university should just concentrate on other things. I think this is happening naturally (UTSC2, 2008).

Well, we are all very segregated as students among cultural lines. I see cultural clubs, religious clubs. In fact some clubs such as xxxxx Student Association even have a magazine and a newsletter in their mother tongue. I think it is futile to try and force people to interact (UTM1b, 2008).

Social interaction is a very natural process, and the university has no business trying to challenge such a natural alliance. I do not see the reason why the university should bother anyway. The university has done its part by bringing domestic and international students together in the same setting; if need be interaction will happen. If there is no need, let it be. Why should the university force it to happen? (UTSC1a, 2008)

In one focus group, two respondents indicated that they had not experienced a meaningful interaction with an international student, and they did not think they were missing anything. They stated that they watched television, surfed the Internet, read international magazines, and remained up to date on international politics. These respondents did not think that institutional interventions are required in an already interconnected world. They argued that interaction does not have to be physical in order to be meaningful. That it could be virtual as well.

I spend a lot of time following online news especially politics. I believe I am more connected to the world than anyone making physical interaction, because I interact virtually with more cultures (St. George2, 2009).

Opportunities to Interact Outside the University

Respondents in this study brought diverse experiences to the focus groups and in-depth interviews. Some respondents had off-campus opportunities to interact with people from diverse backgrounds, while others did not have as many opportunities. However, this does not imply that all opportunities were engaged. Most participants described their home communities, including their high schools, as fairly homogeneous. Only a few respondents described their home communities as diverse. Apart from the ability to interact with students from diverse backgrounds (international and domestic), all respondents reported that they are now more prepared to live and interact with others from diverse backgrounds in the community beyond the university. The following comments attest to this:

I realize how sheltered I was before coming to the university. It's like I lived in a little box. Reflecting back, I realize that my friends who are not in the universities do not realize how sheltered they are from the world. I see how much I have learned about other people and how much I have been exposed to the world and its good. One of my high school friends told me he could not read half the names of my facebook friends, because they have different and difficult names. What he really meant is that they do not have traditionally English names. I understand him, because, I tell you this and I know it's very embarrassing, before coming to UTM I thought every non-white student was international student (UTM1b, 2008).

My roommate in first year was from Thailand and my mom was very concerned that he would be a Muslim fundamentalist. She warned me to watch out. In fact

she suggested that I change rooms, but that would not be allowed, I guess. Do you think they would put you in another room just because you are afraid of the other person? I know that sounds creepy (St. George2, 2009).

University is really different! It's nothing compared to my high school. Everybody in my high school was Caucasian, including all teachers, even the custodian. I actually thought that that is how all schools were until I came to UTSC. I actually felt like I had travelled to another country. I felt very foreign here. It took me some time to adjust. Even my teaching assistants were not from Canada, or maybe they were immigrants, but at that time all non-white people were non-Canadians to me (UTSC2, 2008).

For me being a don really helped ease my tensions in the second year, and warm up to people from other cultures. They were all in my house and I was their leader. I was forced to learn to work with them, either way. You cannot chose who you want to be in your house (UTSC2a, 2008).

Respondents in this study did not shy away from expressing their ignorance, discomfort, prejudices, and biases. Many, however, felt that they had overcome them and had *learned* to interact with people from other backgrounds during their studies at The University of Toronto. A common thread among participants was the assumption they had, before entering university, that all non-Caucasian students were international. Respondents reported that they had a more liberal and a better understanding of diverse perspectives than most of their family members (parents, siblings, grandparents) and former high school friends. This was attributed to different levels of exposure to diversity and to generation gaps. For some, the university provided a safe environment to explore diverse cultures. When they compared themselves to their siblings, parents, and high school friends who did not attend the university, respondents felt privileged. Below are some of their statements.

For me it is almost like I am preaching to them [my parents]. My mom, for example, thinks that a brown person is a black person with a lighter skin. So when I try to let them understand, based on the interactions I have had here at the university, they don't understand and I feel fortunate that I have a different level of understanding and appreciation of diversity. But they are simply not exposed (St. George2a, 2009).

I feel different from my parents when it comes to dealing with issues of diversity. I have a different perspective. It is funny. Sometimes my parents are saying something ignorant and I have to correct them, so it's tough. I think that is because they don't understand and they are not as exposed to different perspectives and cultures. Sometimes it can be very embarrassing, especially when I am with friends or diverse peoples (George2a, 2009).

Yes, I know because my grandmother embarrasses me all the time. Of course she never went to university. In fact my grandmother has not travelled much. So being with other people is easy for me, but for her, she wants to protect me. When we go shopping she is very surprised when I pick conversations with people from other cultures. She warns me that it is dangerous. It's a common thing for me and its stranger to her. We simply belong to a different generation (UTM1b, 2008).

I think that it is a combination of exposure and generation, because when I think of my friends and my sister back home, we are in the same generation but we are very different. All their friends are from our community. And it's the same thing, all our family friends are from our cultural community. So it's both a generation and an exposure thing (UTM1, 2008).

Outside the university where I work I teach the kids how to dance and kids from all community groups participate, so I learn through that; but generally at the temple, the community is very much my own cultural community members. I do not interact with people from other cultures there (UTSC2, 2008).

When I volunteer, I do it with Chinese organizations. It is just much easier to work with people from your cultural community. We don't speak English there and only communicate in Chinese. Other people do not, therefore, mix with us easily. Opportunities outside of university are very limited for me (UTSC1, 2008).

A lot of time due to past history between cultures, there are stereotypes and they don't change unless people interact with others from different cultures, and then they start to question their stereotypes. For years I never had an opportunity to be in an international environment. Since I came to the university it has kind of opened my mind and made me more broad-minded. I feel like I do not fit in my community any more. I actually want to get a job in Toronto once I graduate. Going back to my community will be difficult for me because I feel socially very different from them and my worldview has changed a lot (UTM1, 2008).

Almost all focus group respondents reported having changed as a result of the exposure to diversity they experienced at the university. They all agreed that the university provides more opportunities for interaction than outside the university. This was particularly true for respondents from more homogeneous communities, outside the large cities, but was valid for those from more heterogeneous and more cosmopolitan communities as well. This finding is somewhat surprising, however it has been supported by literature.

What Matters When Domestic and International Students Interact?

During the course of this research, I was curious to discover what mattered most to domestic students as they engaged in interaction with international students. Two themes emerged. First, responses pointed toward the issue of quantity versus quality of friends. All respondents indicated that no more than three out of ten of their friends were international students. The majority had only one or two of friends that were international students. Only

three of the 31 respondents in this study indicated that they had about three international friends. Therefore, in terms of quantity, the numbers were not very impressive. However, many respondents indicated that what mattered to them most was not the quantity of friends they had, but rather the quality of their friendships, as demonstrated in the statements below:

I have only one international student friend, but who has had a lot of influence on some academic choices that I have made. For instance, I have looked into the Summer Abroad in France where she comes from. I have also started my French lessons (UTSC1, 2008).

I do not have many international friends, but I have one who is Hindu and has had a lot of influence on the way I look at the world. My family is not religious at all, but my friend's family is very religious. I have been listening and admiring her perspective to life, and this led me to take a course in historical studies. I actually visited a temple out of curiosity, and I have found myself online a few times learning more about religions. It's fascinating! (UTSC1, 2008)

Second, responses revealed that the impact of their interactions seemed to be more important than the frequency of their interactions. Therefore it was not a question of how much or how often they interacted or even the number of international friends that they had, but the new knowledge and skills that they gained that really mattered. The impacts of their interactions have already been discussed in the previous sections in this chapter.

Respondents' Recommendations

Having presented the responses in various clusters based on the open-ended questions used in the focus groups and the in-depth interviews, and the themes that emerged from the research questions, I now present some clusters that emerged from the data. These clusters were

not anticipated. They include a recommendation to rename the International Student Centre in order to make it more welcoming to domestic students, and recommendation that the university facilitated interactions should be open for all students, and interventions should be implemented with moderation, without forcing students to participate.

Changing the Name of the International Student Centre

Respondents suggested that the name of the International Student Centre should be changed to the “International Centre”. The three focus groups that suggested this name change stated that it would make the centre more accommodating to non-international students and would encourage interaction between domestic and international students, as the following respondent explain:

I do agree that international students need extra support through programs that are specific to their needs, but having a centre for international students alone segregates them from domestic students. For me the name alone “International Student Centre” means that it is not for domestic students. I think they should call it the “International Centre”. This would seem more open to domestic students to explore and wander in. The programs should be welcoming to all students interested in international issues. This would allow more students to come to the centre (St. George2, 2009).

If they can change the name of the International Student Centre to “International Centre” more domestic students would find it welcoming to them. Before I became a buddy at the International Students Centre, I never thought domestic students had anything to do there. I thought it was only reserved for international students, since they pay way more fees than us (UTSC2, 2008).

When I saw the name “International Student Centre” I outright assumed that it is reserved for international students. When I see an advert with the name, I do not

even read it because I assume it is for them and not for me. For a long time I thought that since they pay a lot of money, compared to what domestic students pay, they deserve a centre reserved just for them. I thought it would be really unfair for domestic students to go there. I am sure many domestic students feel the same (St. George2b, 2009).

Interventions for All Students

Respondent suggested that the university should intervene and facilitate interaction among all students and not only with international students. They reported that students often feel lonely on campus, including domestic students, as these responses state:

It can be very lonely on campus even for domestic students. I think the university should intervene and encourage social interaction among all students not just international students (St. George2a, 2009).

As many people have said, I think there are many benefits to having students interact, not just international; but it's a shame that we say

Toronto is very multicultural but we do not even share basics like communication. What is the point of being international if we do not take advantage of being in an international setting? Since many students do not realize the benefits, the university should help students learn from one another including domestic to domestic students (St. George1, 2009).

Moderation in Facilitating Interaction

Respondents who supported institutional involvement in facilitating interaction between domestic and international students also encouraged moderation. They suggested that the university should provide programs but allow students flexibility to participate. They pointed

out that most students lack the skills, courage, and motivation to move beyond their comfort zone. The following statements exemplify these views:

I think facilitation by the university is necessary.... Otherwise, if it is not encouraged through programs then surely many students will graduate from the university without taking advantage to learn from each other. However, it should be done with moderation. Students (international and domestic) should not be made to feel like the university is pushing this thing deep down their throats, because students react negatively to such push (St. George 1, 2009).

The university should do a better job of reaching out to domestic students through already existing programs. It feels like these programs are only marketed to international students, while if as many domestic students participated, then intercultural learning would happen naturally (UTSC2, 2008).

The university seems to be encouraging international students to interact with each other more than with domestic students. It would be really great if more outreach was facilitated. Students do not have the right skills to interact on their own. Students tend to stick to their comfort zone. For instance, why would you experiment or take the risk with this kind of interaction when you already have high school friends on campus? Many students do not see why. Of course a few students are ready to push the envelope and explore on their own, but for sure they are the minority (UTSC2, 2008).

Chapter Summary

In this chapter I highlighted the themes that emerged from the data and its analysis, based on the major research questions. These themes were summarized and presented with direct quotations from the participants' responses. The quotations are clustered around the themes of: the identity of international students, perceptions and biases, impacts of interactions,

perceptions regarding institutional intervention, opportunities to interact outside the university, and other recommendations respondents made.

The research data reveals that while both the in-depth interviews and the focus group sessions were guided by key strategic questions, geared towards achieving the research goals, additional perspectives and suggestions emerged. The open-ended questions used during the focus group discussions and the in-depth interviews, allowed for other perspectives to be shared. Furthermore, the data collection process provided a breadth and depth of data sufficient to answer the questions under consideration. In the next chapter, I provide an analysis of the major research findings and reflect on their implications for policy and practice.

CHAPTER 5:
ANALYSIS OF RESPONSES AND
IMPLICATIONS FOR POLICY AND PRACTICE

Introduction

Chapter Five is dedicated to the analysis of the responses presented in Chapter Four. This chapter is divided into three sections. The first section provides a detailed analysis of the findings in relation to the central research questions, i.e., how do domestic students experience interaction with international students and what effects does such interaction have on their learning? The original sub-questions and objectives are also addressed, as well as unexpected findings that have emerged. The themes used to organize the findings in relation to the research questions mentioned above include: the identity of an international student; the impact of interaction on domestic students; the role of the university in facilitating interactions; and opportunities for interaction outside campus. In addition, I present findings that were not anticipated namely; negative perceptions of international students, as well as factors influencing interactions such as respondent's academic discipline, and class size. I also present some of the surprises such as the relative insignificance of religious, political, and economic factors in interactions between domestic and international students.

In the second section, I explore the findings in relation to the literature reviewed in Chapter Two, highlighting new knowledge revealed in this study. In the final part of this chapter, I show the implications of the findings for policy developers and practitioners, particularly those working at the institutional level.

Analysis in Relation to the Research Questions

The Identity of an International Student

In order to understand how domestic and international students interact with one another, I first explored the question of their identity, in terms of how they identify one another on campus. During the interviews I asked respondents questions regarding the identification of international students: “Are you able to identify an international student in class or in other settings on campus?” It turned out that the question of student identity in a multicultural or structurally diverse campus is more complex than I had originally thought. The answer to this question challenges the traditional dichotomy between domestic and international students and gives rise to a new category that I refer to as “domestic students with diverse international experiences”. These are students who have spent their formative years (often since birth) in another country or culture.

Closely related to the issue of student identity is the facet of immigration. Immigration surfaced among the data as a major factor in the way students perceive and, in essence, interact with each other. Respondents indicated that it was difficult to identify international students because of the large number of immigrants on campus. Some of the respondents regarded all visible minorities on campus as international students. Others considered all immigrants to be international students. The definition of international and domestic students in documents written for administrative and policy purposes is different from the functional description used by students in their everyday interactions. Respondents rarely referred to the definition of an international student as: “a person who has crossed borders expressly with the intent to study and is also known as a visa student” (AUCC, 2007b, p.16). Respondents, rather, identified

international students based on their personal perceptions of “who an international student should be”.

For some domestic students who were born in Canada and had lived all their lives in Canada interaction with a domestic students who had international experiences as a result of being born or living in another or other cultures/countries most of their lives is sometimes understood as equal to interaction with an international student. The question of identity coupled with the facet of immigration, therefore, presents a complex situation which I term "the identity of an international student in a multi-cultural setting". Students at the university have discovered a way of interacting and creating their own meaning in order to function in this uniquely multicultural setting. Therefore, the model of a monolithic cultural community that defines domestic students, on the one hand, and another monolithic group of international students, on the other, seems to exist only in the realms of administration and policy and not in the functional realms of student life. This leads to the larger question of the relationship between multiculturalism and internationalization, in Canada especially as these relates to what is learned during interactions.

The Impact of Interaction on Domestic Students

Based on the responses provided, I have established that interaction between domestic and international students at the University of Toronto occurs when students choose to. Having also identified that some students have discovered how to interact in a multicultural setting, it is time to analyze these interactions. Most respondents reported that their interactions with international students occur in regular campus activities, such as clubs, campus work, buddy programs, and other activities organized by the students themselves or by the institution. This

coincides with Astin's (1984) theory of student involvement. Astin described student involvement as:

the amount of physical and psychological energy that the student devotes to the academic experience. Thus, a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. (P. 528)

Although respondents clearly indicated that their learning occurs both inside and outside the classroom, and Astin's theory of student involvement suggests the same, there is still a lot that an institution, such as the University of Toronto, can do to motivate students to embrace intercultural learning through a variety of programs on campus.

The experiences of respondents confirmed that interactions with international students have both negative and positive impacts, with positive impacts outweighing the negative ones. The participant responses support the view that the presence of international students enriches the educational experience of domestic students (e.g., Rae, 2005, Symons & Paige, 1984; Vertesi, 1999). In this research, the impacts of such interactions were assessed at an individual level.

Benefits

Throughout this dissertation, I have established that one strategy to realize internationalization at-home (IaH) in a multicultural institution may be through interaction between domestic and international students. The benefits that students gain as a result of such interactions with their international peers have been described by scholars as, among others: "preparing students to become global citizens" (AUCC, 2007b, p. 216), "students develop the skills and knowledge required to work in a global setting" (Leask, 2009, p. 2), "students

strengthening their cross-cultural competence” and “learning experiences that prepare students to work in international settings” (Montgomery, 2009, p. 13).

In this study respondents identified several benefits of their interaction with international students as well as with domestic students with international experiences on campus. The greatest benefit was identified as personal development, in terms of acquiring skills that enabled them to interact with people who are different from them. To support the fact that they gained new skills that stimulated learning, respondents identified that they perceived as differences between themselves and family members or friends who had not benefited from a diverse campus environment. Most respondents felt that they had a better understanding, knowledge, and skills to deal with diverse perspectives than most of their family members (parents, siblings, and grandparents) and former high school friends who did not attend university in such a diverse setting and/or lived in fairly homogeneous communities.

In addition to describing the skills they had acquired respondents also noted improvement in their intercultural communication levels, and specific changes in their lives identified as resulting from interacting with international students. For example, respondents stated that they: “had gained more international awareness” (UTM2a, 2008), “have been challenged to develop an appreciation of what Canada has to offer” (St. George2, 2009), “have become more confident in interacting with people from various cultures” (UTSC1a, 2008), “have developed the desire and courage to learn more about others by taking advantage of summer abroad and or exchange programs” (UTSC1a). On the whole, their choice of reading materials and some choices in the television programs they viewed have been influenced by their interactions with international students. This shows a seamless in the side classroom and outside the classroom impact.

Negative impacts.

Most respondents reported gains in knowledge and skills as a result of interacting with international students and with these domestic students with international experiences. However, a few respondents also reported various negative encounters and factors that led to negative impacts. Some of the factors that contributed to negative impacts include language barriers and a lack of skills and unfamiliarity with unusual social mannerisms. Some of the negative impacts were experienced both inside and outside the classroom.

Neutral impacts.

Very few respondents reported neutral impacts. These respondents indicated that they had not and did not intend to interact with international students; they did not think that such an experience would add any personal value. The respondents indicated that they could learn from other sources, such as the internet and mass media. One respondent indicated that while he interacts with international students, he does not find that these interactions have had any positive or negative impacts on him, other than socialization.

These reports of the negative and neutral impacts as well as the positive impacts of interaction with international students present challenges as well as opportunities for individual students and institutions. These lessons and opportunities are further explored later in this chapter.

Role of the University

Based on the respondents' statements regarding the impacts of their interactions with international students, the next research question established whether or not respondents felt the need for institutional intervention in facilitating interactions between students. As revealed in the

fourth chapter, respondents provided divergent responses to this question. Some suggested that the university should intervene, while a few thought the university had no role to play in this matter. The respondents who support institutional interventions said that interventions should be implemented with moderation and used to support interactions among all students.

Individual and Group Isolation

The need for institutional interventions, according to the findings in this study, may be linked to two main factors—individual and group isolation (homophily). In this study, social isolation is seen as a lack of contact with other people in the university or disengagement with the university's social activities. According to respondents in this study, all students (both domestic and international) identify with individual isolation, where a student has fewer interactions with others in the university community, irrespective of their citizenship status. Group isolation, on the other hand, is based on a common group identity, otherwise known as homophilic tendencies (Dunne, 2009). The principle of homophily states that, people who share certain characteristics will interact more often and more closely than those who are dissimilar (McPherson, Smith-Lovin, & Cook, 2001).

Most respondents reported experiencing group isolation (homophily) on campus. International and domestic students with international experiences who have spent their formative years often since birth in another country or culture tended to associate disproportionately with those who are similar to themselves by virtue of nationality. For instance, domestic students with Greek ancestry are members of the Greek Students Association where they associate with international students from Greece. Respondents on all the three campuses identified belonging to student societies as critical to the formation of their social identity. Respondents specifically identified culturally based societies and clubs, such as the

Chinese Students Association, where members include both domestic and international students and provide support to one another based on their cultural identity. Many other student-led groups were identified as necessary social networks for both domestic and international students. Common food, language, music, jokes, and national celebrations were identified as some of the factors that attracted them to such groups.

While social support provided through clubs and societies is necessary for a sense of identity and belonging, these could easily lead to a loss of opportunity. Individual students may fail to move beyond the “comfort zone” provided by such groups and explore other more challenging opportunities for social interaction. Consequently they may not gain the necessary skills to function in a multicultural and global society although the opportunity to do so is readily available on campus.

Social competencies.

Both individual and group isolation tendencies may be related to a lack of social competencies. Many respondents felt that they lacked the skills necessary to interact with international students. As a result, they isolated themselves or purposely avoided interaction opportunities in order to hide their inadequacies. Respondents described this phenomenon, using words such as, “I avoid international students because I do not want to make myself appear stupid” (UTM1, 2008), “they all speak a language that I do not understand” (UTM1, 2008), “international students group together” (UTSC2, 2008), “they keep to themselves” (UTM2, 2008). Lack of social competencies and fear of to being accepted by peers are therefore, major factors that prevent both international and domestic students from initiating interactions. This, eventually, contributes to high levels of individual or particular group isolation. It may be viewed as an opportunity lost.

The university's role in facilitating interaction.

Institutions can, however, provide interventions to alleviate individual and group isolation on campus. It was evident throughout the interviews that students living on-campus while attending as well as student development programs (such as diversity and leadership training programs), provided a supportive and a nurturing environment for student interaction on campus. These programs provide safe, non-threatening environments for students to experiment with the necessary skills for cross-cultural interactions. Respondents who lived on campus indicated that the programs, facilitated by university residence staff, made it possible for them to get to know others and enhanced their experiences of social interaction. On the other hand, respondents who lived off campus, especially in their first year of university, indicated that their living arrangements further exacerbated their social isolation and made it difficult for them to interact with others on campus, including international students.

Respondents who favoured institutional interventions expressed satisfaction with the university's role in facilitating interaction and providing safer opportunities for many cultures to meet and valuable intercultural learning to occur. However, they also acknowledged that there is definitely room for more interaction within the university. Respondents highlighted that currently these opportunities are not spread out across university departments, but are mainly found in student residences and club settings and students may or may not choose to participate or they commute to the university.

Opportunities for Interaction Outside campus

Comparing the university setting with settings outside the university, respondents reported that they had more opportunities to interact with diverse people on campus than elsewhere. In addition, they identified spaces within the campus, such as residences,

where opportunities to interact with people of diverse backgrounds were more encouraged and supported. Respondents, therefore, felt safer exploring such opportunities on campus than outside the campus.

Other Findings

Thus far, I have presented the four main study findings based on the research questions and objectives. These themes are: the identity of an international student and who is considered to be an international student, the impact of interaction on domestic students, the role of the university in facilitating interactions, and opportunities for interaction outside campus. I now turn to three additional themes highlighted during the respondents' interviews and through researcher observations made during the research process. These include negative perceptions of international students, academic disciplines, class size, and curricula, and the relative insignificance of religious, political, and economic factors.

Negative Perceptions of International Students

Respondents in one of the focus groups expressed concern that international students are generally perceived in a very negative manner by their domestic peers. It is important to note that almost all respondents in this focus group are immigrants. They expressed concern that they would—as immigrants who would otherwise be described as “visible minorities”—be mistaken for international students and perceived negatively as well. As such, they made sure to clarify their status as Canadians and not international students. Respondents shared phrases that are commonly used to describe an international student, such as “poorly dressed with out of fashion

clothes” and “Fresh off the Boat”⁸ (FOB). These findings demonstrate the continued presence of bias and a degree of racism in Canadian society, although this was only evident in one of the six focus group discussions.

Academic Disciplines, Class Size and Curricula

The purpose of recruiting respondents from a variety of academic disciplines was to gather different perspectives from a wide cross-section of the university. Respondents did not identify a particular impact of their academic disciplines (e.g. life sciences, political science or commerce) on their interactions with international students. However, across all focus groups, other factors within the classroom setting, such as class size and course syllabus appeared as significant. Class size clearly did have an impact on the respondents’ interactions. Respondents reported that smaller class sizes made it possible for them to get to know students of diverse cultural backgrounds. They also noted that the lack of international content in some course syllabi tended to make the international or intercultural knowledge of students from diverse backgrounds appear unimportant and invisible.

Religious, Political, and Economic Factors

Interestingly, respondents did not perceive factors such as religious, political beliefs, and/or economic backgrounds as shaping their interactions with one another. Respondents were not sensitive to political issues, such as the war on terror, despite media attention. They either paid little attention to global-political differences between nations or chose to ignore such differences, seeing them as non-issues in their interactions. Equally, respondents did not consider

⁸ Fresh Off the Boat (FOB) is a phrase used to describe new immigrants that have recently arrived from a foreign nation and have not yet assimilated to the host nation's language, culture, and behavioral nuances. It is usually used as an insult to minimize the knowledge of the newcomer and accentuate his/her inadequacies in the new country.

the economic backgrounds of the international students they encountered. Does this imply that student interactions are relatively superficial and not sufficiently deep for these value-based differences to have an impact? Although I offer this observation, it lies outside the scope of this study and I did not pursue it further.

Research Findings in Relation to the Literature

In this section, I draw connections between the research findings and the literature reviewed in Chapter Two. The purpose of this section is to show how the research findings correspond with the literature. In particular, I will draw from the literature reviewed in sections dealing with interactions in a multicultural setting, the specific studies presented in Table 1 and theories and models of student development presented in the last part of Chapter Two.

Interaction in a Diverse Multicultural Institution

According to the findings in this study, a diverse multicultural institution embodies multiple perspectives. One such perspective is the place and role of international students in internationalizing an already multicultural institution. Another is the role of domestic students, with diverse international experience as a result of living in another country usually since birth. I examine these two perspectives briefly.

The Place and Role of International Students

Researchers position international students in a number of different ways. For some, they are both drivers and agents of internationalization, while for others they are indicators of internationalization (Leask, 2005). Some institutions of higher education perceive international students as indicators of the level of internationalization in their institutions. According to Symons and Paige (1984), international students bring with them different heritages and

perspectives, and their presence provides Canadian students with opportunities to broaden their outlook and enhance their knowledge of themselves and of others.

Although respondents in this study did not use the exact terms “indicators”, “agents,” or “drivers” to describe the contributions of international students, participant remarks implied similar perceptions. Reflecting on their role as *agents* of internationalization, respondents identified international students as influencing their choices of food and study abroad destinations, and raising their awareness of biases presented in the media. Viewing international students as *drivers*, respondents indicated that international students influence both their personal learning and their appreciation of what Canada has to offer. However, respondents did not seem to identify international students as *indicators* of institutional internationalization.

The Role of Domestic Students With International Experience

Interestingly, some domestic students in this study perceived themselves as international. This identification depended on several factors including how long they had been in Canada, the scope of their international experiences, and how others perceived them. These respondents indicated that they identify more closely with the international students on the campus than with domestic students.

Montgomery (2009), in her study of a British university, observed that students were aware of the complexities of culture and sensitive to diversity within nationalities. Furthermore, students in Britain recognize that neither domestic nor international students are a monolithic group. As highlighted in this chapter, students at the University of Toronto are also aware of the complexities and challenges presented by diversity on campus. This was apparent in respondents’ constant need to define international students throughout the focus group

discussions and the in-depth interviews. However, the role of international students in an already structurally diverse campus, courtesy of immigration policies in Canada, has been given little attention in the existing literature in this area.

The Impact of Interaction Between Domestic and International Students

According to many institutional leaders and scholars, the presence of international students offers many benefits to a campus (Rae, 2005; Symons & Paige, 1984; Vertesi, 1999). They assert that international students provide domestic students with opportunities to understand other cultures and expose them to different viewpoints about academic and social issues. According to the online E-Bulletin (the University of Toronto online newspaper), the Vice Provost Planning and Budget reported that:

although in Toronto we already have a diverse ethnic mix, having students come directly from other parts of the world is still important. The wide-range of perspectives that they bring enrich both the informal encounters as well as the formal debate on campus (E-Bulletin, 2007, np).

When answering questions on the impact of their interaction with international students, respondents indicated that as a result they had changed their perspectives on world issues, questioned what they read rather than accepting things at face value, became more confident in interacting with people from other cultures, and improved their cross-cultural communication skills. Furthermore, respondents made decisions to study abroad based on international friendships.

While some respondents indicated that they had learned from their interactions with international students, others stated that they were unable to identify international students and, therefore, were not aware of benefiting from such interactions. Barron's study (2005) at Queensland University, Australia, found that some domestic students agreed with the common

rhetoric that international students provide an opportunity to gain different perspectives in the classroom and to learn about different cultures. In the same study, however, 43% of the domestic students found no advantage in the inclusion of international students in the classroom. Domestic students at this Australian university responded similarly to some of the Canadian domestic students in this current study.

In Barron's study (2005), domestic students identified intergroup dynamics as playing a role in interaction between domestic and international students. They noted that they had witnessed racism against international students by domestic students. During data collection in this study, respondents in various focus groups talked about the issue of the self-segregation of international students as hampering interaction; they also noted that there are biases against some cultural groups on campus. Respondents in one of the focus groups used expressions such as "*Fresh off the Boat-FOB*" to describe international students; these expressions connote stereotypical views of the other. Violet and Ang (1998) identified such stereotypical views as the reason that different groups do not work together and that subcultures arise in multicultural institutions. Some of the respondents in this study agreed with this perspective.

Barron (2005) found that domestic students at Queensland University perceived international students as more valued and preferred by the institution, due to the aggressive recruitment of international students and the high fees that international students pay. No such sentiments were expressed by respondents in this study, indicating that there is a major difference between students' conditions at the University of Toronto and at Queensland University. On the contrary the University of Toronto respondents considered themselves more privileged than international students.

Institutional Interventions

While respondents described a number of positive impacts as a result of their interactions with international students, they also indicated that opportunities for such interactions were not readily available on the three campuses in this study. In contrast to the prevalent assumption that intergroup relations and individual interactions simply occur at institutions by virtue of diverse students studying together, some respondents, in their final year, indicated that they had yet to experience a meaningful interaction with an international student. This supports findings of a 2001 literature review prepared for New Zealand's Ministry of Education (Ward, 2001). According to this study, the presence of international students alone was not sufficient to foster intercultural friendships.

Bowry (2002) in his study of undergraduate teacher education students at Queens University concluded that international students have an enriching effect on their Canadian peers, both inside and outside the classroom. Bowry identified the nature of course organization as the main barrier to in-class interaction in disciplines, such as computer science and economics that provide little opportunity for social interaction. This study draws similar conclusions. Respondents indicated that, in some cases, professors do not draw on the experiences of international students; some blamed the large classroom size for failure to enhance interaction. In a 2007 study at the University of Toronto, Fisher (2007) concluded that "the University of Toronto does not require or have any large courses that are specifically about diversity nor is diversity a major content area for many courses" (p. 70). She further asserted that, "integration of the concepts of diversity into the curriculum has not been a major institutional initiative" (p. 70). Therefore, lack of an intentional effort at internationalization through the curriculum is viewed as the reason behind in effective in-classroom interaction in both institutions.

Shihmei's 2004 study at an American university concluded that the presence of international students creates opportunities for cross-cultural interaction, but interaction may not occur without institutional encouragement. Given that Shihmei used quantitative methods with a questionnaire to collect data, respondents did not suggest the types of interventions that the institution could employ. Respondents in this current study expressed diverse perspectives on this issue. They concluded that interaction could occur without institutional encouragement; nevertheless, while many suggested that institutional interventions were helpful to foster interactions, not all felt they were necessary.

According to Leask, (2009) improved interactions between domestic and international students are dependent on the way both formal and informal curricula are used to encourage and reward intercultural engagement. Leask suggests that there is a need for strategies to facilitate meaningful interactions between students from different cultural and linguistic backgrounds both in and out of the classroom. The literature review prepared for New Zealand's Ministry of Education, Ward (2001) suggested strategic interventions that institutions could undertake to maximize the benefits of internationalization. Similar suggestions were made by respondents in this current University of Toronto study whereby the need for the university to do more to foster interaction. Participants gave an example of the programs which exist in university residences.

The importance of institutional interventions in facilitating interactions between domestic and international students was well summarized by Dunne (2009) in his study of host students' perspectives of intercultural contact in an Irish University. Dunne underscored the crucial role of well-planned institutional interventions to counter homophilic phenomena that seriously hinder prospects for intercultural interaction. Respondents in this current study appeared aware of the challenges presented by homophily, although they may not be familiar with the term.

Respondents made reference to this problem, when they spoke of, “all the Chinese students grouping together and speaking in their mother tongue”(UTM2, 2008) or “a bunch of Pakistani students speaking Paki language and making me feel isolated” (UTM2, 2008).

Respondents clearly identified the need for institutional interventions in such circumstances since this was presented as a major factor hindering interactions. They observed that the institution could be viewed as fostering such groupings by failing to support and provide programming that helps break barriers. Dunne (2009) recommended that no barriers be constructed, such as separate orientation sessions for particular student groups. As noted earlier, similar suggestions were made by respondents in this study. The respondents recommended that the university break down barriers among groups through initiatives, such as peer pairing programs and opening the university’s Centre for International Students as a centre for all students interested in learning about international issues outside the classroom.

Astin’s theory of student engagement (1996), discussed in the second chapter of this thesis, provides educators with a framework for understanding how to motivate students to embrace deep learning by encouraging student engagement on campus through formal and informal curricula. Astin equally places a responsibility on the individual student to seize opportunities for interaction. Therefore, while the university affords students opportunities for interaction, more intentional effort is needed to achieve intercultural enrichment and enable students to benefit more fully from their interactions with peers from diverse cultural and linguistic backgrounds. This finding is supported by Johnson’s (1981) research on education as a social process. Johnson concluded that:

Structuring supportive and accepting interaction among students may influence both the amount of interaction with peers and the development of social skills. Constructive influences on students' achievement, socialization, and development,

however, do not automatically result from proximity to other students. In order for student-student interaction to have a constructive impact on learning, it must be characterized by acceptance, support and liking. (p. 6)

Opportunities for Interaction Outside Campus

When asked: “What opportunities outside the university do you have for interacting meaningfully with people of other nationalities”? Some respondents indicated that they had few opportunities and some said that they had none. Weidman’s (1989) theory of undergraduate socialization points towards influences outside the university that impact a students’ worldview before and while in the university. These included the students’ background characteristics, socialization outcomes, non-college preference groups, and parental socialization. Weidman also points at the in-campus influences, including academic and social factors. Respondents in this research pointed out that their background impacted their ability to learn and interact on campus. They indicated that the skills they learned while at the university were easily transferable to their experiences outside the university, and this made them different from their family members and former high school friends. This is to suggest that relative to opportunities available outside the campus the university affords students more and that there is room for improvement within the university.

Shihmei, in his 2004 study at an American university, concluded that international students enhanced the cross-cultural sensitivity of domestic students and strengthened their cross-cultural competence. Respondents at the University of Toronto concurred with this conclusion and highlighted an improvement in their abilities to engage with people from communities other than their own.

Research Findings in Relation to the Literature on Policy and Practice

The findings analyzed thus far raise issues for both policy and practice. In this section I discuss their implications for policy development and practice, mainly at the institutional level. I have identified two main areas of significance in the research findings. These are interactions in a structurally diverse multicultural university and potential institutional interventions. While the two are not mutually exclusive, they are discussed separately for the purpose of clarity.

Interaction in a Multicultural Institution

The dichotomy between domestic and international students is more complex in a structurally diverse institution, such as the University of Toronto. According to the research findings, students at the university are fully aware of this reality and have devised ways of navigating it. However, this reality requires leadership and direction from institutional leaders through policy and institutional practices.

Two years ago, Montgomery (2009) studied the views of cross-cultural groups working at a university in Britain, in comparison to a similar study conducted in Australia a decade earlier. Montgomery observed that students in Britain in 2008 were more aware of the complexities of culture and observed diversity within nationalities. Students also recognized that neither domestic nor international students are a monolithic group. Recognizing this complexity, The University of Toronto respondents observed that students tend to group together according to their cultural identities.

Participants in this study confirmed that interaction assumed by virtue of high levels of structural diversity does not always occur, and, in some instances, social isolation and self-segregation are more prevalent. Apparently, the presence of diverse students (immigrant and

international) on campus presents opportunities for interaction, but usually within homogeneous socio-cultural groupings. Fisher (2007) asserts that The University of Toronto is an excellent example of this paradox that occurs in many structurally diverse institutions. Simply bringing diverse student groups to campus, does not automatically improve the campus climate for diversity or enhance learning opportunities (Hurtado & Milem, 1999).

This finding has implications for policy and practice at the institutional level. First is the call for institutions to embrace and support internationalization at-home (IaH). This is an inexpensive, sustainable means towards achieving internationalization goals, without the institutional cost associated with cross-border activities. The university should thus embrace the opportunity to review its internationalization policies, in the light of structural diversity at-home.

Secondly, the university has the opportunity to review and develop programmatic interventions that go beyond the traditional dichotomies between domestic and international students and acknowledge that domestic students are no longer a monolithic cultural group, but a structurally diverse group with international experiences. This calls for the development of strategies to engage students (domestic and international) as learning resources and make use of existing structural diversity to enrich the entire university community.

Pike and Kuh (2006) assert that “the effects of informal interactions among diverse peers depend on the nature and quality of those interactions” (p. 429). While students initiate and engage in such interactions on their own, the research findings suggest that more institutional interventions would greatly benefit many students, commuter students in particular, whose opportunities to interact outside the classroom are limited.

It is important to mention that the respondents did not universally agree with the argument that structural diversity has a positive effect on student development and perceptions of

the campus environment. Some respondents did not consider interaction with international or diverse students as an important and value-adding experience. Indeed, some pointed out that gaining international experience is a choice and not a university requirement and, therefore, they have chosen not to pursue it.

Institutional Interventions in a Structurally Diverse Campus

Respondents in this study suggested the need for institutional interventions geared towards facilitating interaction among all students, citing the problem of social isolation among and within student groups on campus. They observed that student groupings are often based on common characteristics, such as religion, nationality, language, colour, etc., as is apparent in the composition of many campus groups, clubs, and societies. Dunne (2009) refers to this phenomenon as the principle of homophily. Given the problem of homophily, institutional interventions are necessary to counter the natural tendencies for people from the same cultural/national or racial group to come together, thus discouraging intercultural and intergroup learning. Chang, Astin, and Kim (2004) call this the “critical mass effect”. This occurs when the participation of a racial or ethnic group reaches a certain size in an institution, allowing for the formation of a group and creating a sense of community within that group.

While scholars have repeatedly asserted that students in international educational institutions have a higher degree of intercultural competence due to increased contact with other cultures (Pike & Kuh, 2006, Sanchez 2004; Straffon, 2003; Willis & Enloe, 1990;), they have also been quick to warn that “an increasingly diverse student body may reduce rather than improve openness to diversity” (Pike & Kuh, p. 429). Others have explained that “confrontation with the complexity and diversity of a new culture reinforces people’s natural tendency to adhere to what is known and familiar” (Nesdale & Mak 2003, p. 25). Structural diversity on its own

therefore is not enough to achieve positive diversity outcomes, unless institutions purposefully use it.

Respondents in this study further associated social isolation with living arrangements particularly for students who commute to the campus. Although respondents were both resident and commuter students, it became apparent that commuting to university contributed to student isolation and for commuter students, fewer opportunities for interaction. This conforms to the literature on how college life affects students.

Residential institutions, compared with commuter schools are more likely to provide their students with the kinds of interpersonal academic and social experiences associated with change in a wide variety of attitudinal and psychological areas, including increases in cultural and esthetic attitudes and values; in social, political, and religious tolerance; in self-understanding and personal independence; and in persistence and degree attainment. (Pascarella & Terenzini, 1991, p. 639)

Therefore, while the value of university residence life is highlighted in the research findings and conforms to the literature, the dangers associated with particular cultural groupings reaching a critical mass and isolating themselves from others, may also exist at the University of Toronto. University residences in this study appear to be fairly successful in facilitating broad intercultural interaction; however, it is not currently feasible for the university to provide residences for all of its student population. Scholars have proposed that the institution should encourage interaction in a broad and inclusive set of modalities, not only through residence life (e.g., Chickering & Reisser, 1993; Evans, Forney & Guido-DiBrito, 1998). The implication for practice at the University of Toronto, therefore, is to establish programmatic means whereby the opportunities that residence provides can be made available to commuter students as well.

Furthermore, the research findings reveal that students at the university clearly differentiated between the quality and quantity of their interactions. This differentiation was mentioned at various times during the interviews. Some respondents indicated that it was not necessarily the number of international student friends they had that mattered to them, but the quality of those friendships. Other researchers have supported this position and highlight the effect of supportive campus environments in facilitating quality interactions. Pike and Kuh (2006), for example, asserted that the effects of interactions among diverse groups on the campus environment seemed to depend on the nature and quality of the interactions, rather than on their quantity.

The implication for practice within an institution suggests the creation of a campus climate that supports quality interactions among diverse groups. There are ways by which an institution can achieve this, particularly through the promotion of out-of-class experiences. Senior university administrators, policy makers, student affairs personnel, and practitioners of university services can contribute significantly to the mission of the university through policy and programmatic interventions.

Chapter Summary

In this chapter I highlighted the major findings in this study, based on the four core themes that emerged, namely the identity of an international student, the impact of interaction on domestic students; the role of the university in facilitating interactions; and opportunities for interaction outside campus. The research analysis revealed answers to the research questions presented in Chapter One, as well as some surprises that were not anticipated namely: negative perceptions of international students, the importance of class size, curricula, and the relative insignificance of academic disciplines, religious affiliations, political views, and economic

status. The second part of the chapter linked the major findings to the literature reviewed in Chapter Two. In this section I discussed how the research findings confirm and add to many of the insights developed in previous research in this area. The final part of this chapter highlighted some of the implications of this research for policy and practice. In particular, I focused on the lessons this research offers to senior university administrators, policy makers and student affairs practitioners.

I will now present the final chapter of this thesis. In this chapter I highlight the main conclusions, present recommendations for policy and practice, and suggest areas for future research.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

In this chapter, I draw a number of conclusions based on the research findings in relation to the research questions, along with relevant literature, previously reviewed and discussed. This is followed by recommendations for policy and practice. I then suggest potential questions to be addressed in future research. Finally, I close this thesis with concluding remarks.

Conclusions Based on the Research Questions

The central question of this investigation has been, “How do domestic students experience interactions with international students, and what are the impacts of such interactions?” This question has two parts: the first part deals with domestic students’ experiences of interaction, while the second part deals with impacts of these experiences. I respond to each of these parts separately.

Domestic Students’ Experiences of Interaction With International Students

After a thorough analysis of the participants’ responses I conclude that indeed “some level of interaction” between domestic and international students does occur at the University of Toronto. However, I must qualify this statement by stating that interactions of this sort cannot be presumed to occur across the student population at the university. Respondents stated that not all domestic students interact with international students; furthermore, not all domestic students were able to differentiate between a domestic student, who is an immigrant or from a minority group, and an international student from a foreign country. In addition, since interaction is neither a requirement for graduation, nor an explicit expectation, some domestic students have

chosen not to engage with international students, while others have consciously chosen to interact with them. On the whole, however, more domestic students do indeed choose to interact with international students than those who make a conscious choice against such interaction.

The Impact of Interactions with International Students

Based on the respondents' statements, for the most part, domestic students who choose to engage with international students experienced positive outcomes as a result of their interactions. Positive outcomes included social and educational benefits, such as friendships, increased awareness and understanding of different perspectives, and the acquisition of intercultural skills. Therefore, I conclude that when domestic students choose to interact with international students, the outcomes are mostly beneficial or neutral for the domestic students involved.

Despite identifying positive outcomes, respondents stated that they also faced obstacles in their interactions with international students. These included an inability to find common ground, an inability to easily identify international students, an inability to differentiate between domestic students with international experiences (immigrants) and international students, among other challenges. This finding can be attributed to a lack of adequate and coordinated programmatic efforts to mitigate these obstacles and eventually foster such interactions.

Institutional Interventions to Facilitate Interactions

The University of Toronto appears to be committed to internationalization as demonstrated in its mission statement as well as some of the programs available to students. Although I did not set out to assess the effectiveness of programs and departments in facilitating interaction between domestic and international students within the university, respondents provided their personal assessments in focus group discussions and individual interviews.

University residences received a favourable assessment from a majority of the respondents. Residences were seen as a successful institutional strategy to facilitate interaction between domestic and international students not merely because the students were placed together in one setting, but because the programs in place at university residences were intentionally set up to facilitate interaction. Based on this finding, I conclude that the mere presence of diverse students on campus does not guarantee the desired outcome; however, programmatic interventions, delivered by the university, provide fertile grounds for interactions between domestic and international students. These institutional interventions can lead to favourable learning outcomes for domestic students. In addition, such interventions send the right messages to all the students that the university encourages and values student engagement with diverse peers and supports internationalization at-home (IaH).

The University of Toronto's location within a structurally diverse, multicultural city, coupled by the fact that it welcomes a large number of international students places it in a unique position. The University of Toronto has the world "at its door-step". This fact provides the university with a fertile environment to attain diversity related educational benefits. However, these benefits are likely to remain unrealized, unless the university purposely pursues and encourages such beneficial learning outcomes. Based on the responses provided by students in this study, I conclude that the university could do more with the diversity resources at its disposal to maximize the potential within its student body.

Respondents consistently sought to clarify a working definition of an international student and identified functional descriptions that they use to identify an international student. This demonstrates that domestic students recognize the complexity of studying in a structurally diverse institution, where domestic students are not a monolithic group of culturally

homogeneous students; they come from diverse cultural backgrounds and perspectives and from diverse countries. Domestic students are certainly aware of the cultural complexities within their institution. This indicates that students have the required mindset to function, learn, and engage with diverse concepts and people. Such a student mindset presupposes that the university administrators and student life practitioners have ready partners for desired diversity related outcomes.

This study demonstrates that the university supports and provides limited opportunities for students to interact with their peers on campus. However, respondents reported that it is possible to graduate from the university without interacting with their peers in a meaningful way. Research has shown that constructive influences on students' achievement, socialization, and development do not automatically follow from proximity to other students. Without planned, sustained efforts on the part of the university, student services administrators, to facilitate interaction, and possibly reward students who do interact, students may graduate from the university without the benefit of interacting with others, especially those from cultural backgrounds that are different from their own.

With regards to opportunities to interact with international students outside the university, respondents reported that as a result of being on campus they are in many ways different from their family members and former high school friends who live in less diverse communities. They reported that there are more non-threatening, supportive opportunities to interact with diverse people on campus than in the wider society. Therefore, not only can the university can do more to support, encourage, and reward interaction between diverse students, the campus environment is a more favourable environment for such interaction than off campus locations.

Beyond the Dichotomy Between Domestic and International Students

The literature reviewed shows that university policies and organizational structures tend to identify two groups of students, namely domestic or local students on the one hand, and international or foreign students on the other. This reflects the traditional notion that domestic students are a homogeneous group with local knowledge and experience and international students are a monolithic group with diverse experiences. This is implied in the University of Toronto's mission statement: "The University wishes to increase its ability to attract students from elsewhere in Canada and abroad, in the belief that while these students obtain an education their presence will enrich the experience of students from the local community."

Viewing respondents in this study as a snapshot of the University of Toronto student body, 23% of respondents recently immigrated to Canada and had no Canadian high school experience, 4% had been in Canada since secondary school, and 19% since elementary school. Therefore, a total of 58% of the study's respondents qualify as domestic students with international experience. This percentage is in line with data from Statistics Canada. In the Toronto metropolitan area, which is the University of Toronto's catchment area, the percentage of the foreign-born population has steadily grown from 38% in 1991, to 41.9% in 1996, to 43.7% in 2001, and 45.7% in the 2006 census (Statistics Canada, 2006c). The 2006 census analysis highlights the overwhelmingly high percentage of foreign born Ontarians and states that "most foreign-born Ontarians lived in the census metropolitan area of Toronto (68.3%)" (Statistics Canada, 2006c). Therefore, it is possible to deduce that a sizeable percentage of The University of Toronto students can be described as domestic with diverse international experiences.

Although I was fully aware that domestic students include foreign-born individuals who have been naturalized and acquired domestic status, yet bring with them diverse international

experiences, their impact on the interaction between domestic and international students had yet to be fully understood. Based on this study I conclude that domestic students with international experiences contribute in important ways to the interaction between domestic and international students. Furthermore, domestic students with international experiences are a sizeable category of students that are not identified on campus for programming purposes. This category of students appears to be an untapped resource on campus. They also have a particular untapped niche in the internationalization at-home (IaH) process. Given the large population of domestic students with diverse international experiences at the University of Toronto, the international/domestic dichotomy is not a useful classification.

Recommendations for Policy and Practice

Based on the findings in this study and the literature reviewed, the following concrete recommendations are proposed

- Develop a comprehensive, consultative institutional internationalization action plan.
- Prepare student affairs and services practitioners for a role in internationalizing the campus through co-curricula programs.
- Challenge current structures that encourage silos by compartmentalizing student experiences.
- Establish quantifiable measures and evaluation criteria to establish levels of intercultural competence in the university.
- Acknowledge, identify, and support domestic students with diverse international experiences for a niche role in IaH strategies.

- Establish multicultural policies and practices in line with increasing structural diversity on campus.

Developing a Comprehensive, Consultative, Institutional Internationalization

Action Plan.

In order to achieve the institutional internationalization goal in the mission statement, there is a need to develop a plan to achieve such goals. Such a plan would need to be comprehensive in order to cover all aspects of internationalization within the institution as well as explore all relevant areas and departments within the institution. It would need to be consultative so that potentially relevant interested stakeholders within the institution are engaged in the development process. This has the potential to guarantee buy-in from the constituents who will eventually become implementers. It will need to be an action plan so that it clearly identifies the goals, action strategies, current status/barriers, desired outcomes, fiscal needs, the persons and departments responsible for implementation, timeline and bench marks. It would identify the cross-border as well as internationalization at-home-IaH strategies within curricular and co-curricular areas. Such a plan would help identify internationalization strengths, weaknesses as well as opportunities within the institution and beyond. As identified by the respondents in this study, such a plan would give internationalization a profile within the institution as well as make it central to the overall mission.

Preparing Co-Curricular Providers for a Role in Internationalizing the Campus

This study particularly focused on the co-curricular aspects of students' engagement with their peers on campus. Student affairs and services practitioners lead this function and play an

important role in promoting the mission and goals of their institutions. Usually, co-curricular programs are delivered in residences, career centres, athletics departments, student leadership development venues, international student centres, diversity centres, and recruitment and retention centres. The formal curriculum, on the other hand, is delivered by faculty and involves all the activities related to formal learning in classrooms, laboratories, and library settings. Within a university setting the curricular and co-curricular policies and practices may be described as two sides of the same coin.

Student affairs and services practitioners have an important role to play as active promoters and facilitators of student intercultural competency. They have the potential to internationalize the campus through co-curricular programs in the same way that faculty can through the curriculum. How prepared are they for this role? It is unclear whether programs that prepare student affairs professionals indeed prepare them for this role within different institutions in Canada. Are student affairs and services practitioners prepared to support programming that facilitates culturally enriched learning outcomes?

I make two specific recommendations to address this issue. First, there is a need to review programs of study for student affairs and services practitioners to determine whether they provide instruction in the knowledge and skills necessary to fulfill a role in internationalizing co-curricular programs for students and managing programs that support a multicultural campus. The next step is to establish whether indeed student affairs and services practitioners have acquired the necessary knowledge and skills. Once they are prepared to internationalize co-curricular activities, practitioners will be in a position to deliver programs that support and encourage interaction specifically and internationalization in general.

Challenging Structures That Compartmentalize Student Experience

Based on the research findings, the formal and informal aspects of student experiences, from a student's perspective, are neither distinct nor separate. During the interviews, this was demonstrated more often than not, when students seamlessly presented and packaged their university experiences. For instance, when asked how they identify international students on campus, students provided both in-class and out-of-class examples. When asked about the impacts international students had on their experiences, they provided examples from both in-class and out-of-class settings. This challenges current university policies and structures, including research frameworks that compartmentalize student experiences and separate formal from informal curricular policies and practices.

King and Howard (2000), in their study on student development theory, observed that “a student does not develop in separate unrelated pieces, but rather grows as an integrated whole” (p. 25). Equally, Astin's (1985) theory of student involvement proposes that the more students are involved in both academic and social aspects of the college experience, the more they learn. I, therefore, believe that there is a need to review institutional structures that encourage and support silos within curricular and co-curricular areas in order to respond appropriately by nurturing a holistic student experience.

Establishing Quantifiable Measures and Evaluation Criteria

In an educational setting, it is the students, faculty, and administrators who practice the theories and strategies of intercultural and international interaction, through both formal and informal curriculum. University administrators may find it useful to establish quantifiable measures and evaluation criteria to establish levels of intercultural competence in the university.

These assessments will measure the levels of intercultural competence at the university amongst various constituents, including administrators, faculty, and students.

In 1989, The American Association of Colleges for Teacher Education proposed similar measures. They specifically suggested a need to provide a checklist of objectives that addresses teacher and student proficiency, awareness, and preparedness to respond to global challenges. I agree with scholars in student development who have suggested benchmarks to establish maximum positive benefits, such as the following: The university community should *encourage* interaction, *provide* opportunities for collaboration and *manage size* so that students do not feel superfluous. Through such measures the university will be in a position to quantify and establish evaluation criteria necessary to measure and evaluate levels of intercultural competence in the university. I make this recommendation based on the belief that “what gets measured gets done”.

Identifying and Supporting Domestic Students With Diverse International Experiences

Various sources of data indicate that the University of Toronto has a significant number of domestic students with diverse international experiences on campus. These sources have been highlighted earlier. They include; the University of Toronto NSSE data on visible minorities, Statistics Canada data on immigration trends in the GTA, and the Measuring-Up 2007 Report. Respondents in this study have also indicated that domestic students with international experience have a significant impact on student identity and student interaction. However, since the university does not identify, track, or program for this category of students, this may well be an untapped resource on campus. I recommend that the university develop a way of acknowledging, identifying, and supporting this category of students as a potential resource in the process of internationalization at-home.

Multicultural Policies

Given the large population of domestic students with diverse international experiences at the University of Toronto, the international/domestic dichotomy is not a useful classification in the current structurally diverse/multicultural university context. It is evident that there is need to move towards multiculturalism on campus, as opposed to the traditional domestic /international student dualism. This change should be supported by appropriate multicultural policies to guide programs on campus. Multicultural policies and programs would acknowledge the diversity within the student body and alleviate problematic multiple categories and definitions/descriptions that many times create stigmatization and artificial boundaries. Multicultural policies within the university would be in line with Canada's national multicultural policies. In addition, Multicultural policies will change the culture of the university in terms of internationalization, appreciation of other cultures and enhancing cross cultural competencies.

Suggestions for Further Research

During the research process, a number of themes emerged that were beyond the scope of this study. These themes are briefly outlined below as potential areas for further research.

The Role of Domestic Students With International Experience

A university in a multicultural, cosmopolitan city such as Toronto may have a more diverse domestic student body than universities in more homogenous cities. Through this study, I have discovered that the population of domestic students with diverse international experiences at the University of Toronto is probably much higher than anyone realized. There is a need to identify such students on university campuses and explore the impact they have on the student population. Consequently, I suggest a comparative study be undertaken to determine the impact

of domestic students with international experience in comparable universities, located in cities with a reasonably high percentage of foreign-born in the population.

Statistics Canada (2007) provides data on selected cities in Canada, the United States, and Australia in terms of the proportions of the population born outside the country. In 2006, Canada's major cities, Toronto and Vancouver, recorded the highest proportions of foreign-born population (45.7% and 39.6%, respectively). Other cities include Miami (36.5%), followed by Los Angeles (34.7%), Sydney, Australia (31.7%), Melbourne (28.9%), New York City (27.6%), Montréal (20.6%), and Washington (19.9%). Such research would determine whether universities located in these cities have policies and programs designed to tap into the wealth of experience that domestic students with diverse international experience bring to the university. In other words, it would answer the question: What is the role of domestic students with diverse international experience in internationalization on campus from an IaH perspective?

Internationalization of the Student Affairs and Services Profession in Canada

Although Canada's student affairs and services profession is relatively young compared to that of the United States, I recommend that a study be conducted to investigate the extent to which internationalization is practiced among current student affairs and services practitioners and the extent to which internationalization is part of the academic preparation as well as professional development programs in Canada. Such a study will establish the extent to which graduates/professionals who manage student affairs are prepared for a role in internationalizing co-curricular programs. Such a study will have impact on future programs that prepare student affairs and services practitioners as well as contribute to the internationalization of campuses.

Internationalization, Diversity and Impacts of Multiculturalism as Vital Elements of Educational Policy

At the outset of this research, I focused primarily on internationalization at-home (IaH). Following data collection and analysis, it became apparent that the reality presented by structural cultural diversity and impacts of multiculturalism as preferred an ideology are intertwined. These vital elements seem to intersect at the institutional level. Further research on the same is highly recommended. It is, therefore, important to explore how internationalization as a process, diversity as a reality and multiculturalism as an ideology play out as vital elements of educational policy at various levels (the institutional, provincial, and national system levels).

Concluding Remarks

In Canada where multiculturalism is an everyday reality and immigration is a growing phenomenon, the domestic student body is becoming more heterogeneous. In addition, the global demand for higher education is on the rise. As a result, there are more international students on Canadian campuses than ever before and the numbers are projected to grow. This means that international knowledge and intercultural skills are needed more than ever before. For a long time, internationalization efforts have focused on “mobility” related activities. However, about 97% of domestic students do not participate in mobility related activities for various reasons, including financial limitations. In this study I focused on the “at-home” aspect of internationalization, and explored internationalization from the perspective of domestic students at the University of Toronto. In doing so, I explored interaction between domestic and international students as an ‘internationalization at-home’ strategy that has the potential to impact most students on a given campus.

The following main findings emerged from in this study:

- Domestic students' redefined the identity of international students to include domestic students with diverse international experience.
- Interactions between domestic and international students have positive, negative and sometimes neutral impacts. The positive impacts outweigh the negative ones.
- There is a need for the university to facilitate interactions between all students through formal and informal curricula that reach all students, including commuter, residential, domestic and international.
- There are fewer opportunities for interaction outside the university. Respondents reported that they have gained more intercultural skills and knowledge than their family members and friends who did not attend the university.
- There is a need to establish multicultural policies and practices in line with increasing structural diversity on campus.

Based on these findings, I have recommended that there is a need to acknowledge, identify, and support domestic students with diverse international experiences. This recommendation is based on the finding that, these students impact interaction on campus. They have the potential to bring international experiences to the Canadian classroom just as international students and domestic students who have returned from a study abroad experience would. In addition due to immigration, there are large numbers of domestic students with diverse international experiences. These are a resource that an institution can maximize to internationalize the university. Indeed the university already has the world at its door step.

Respondents identified several benefits as a result of interactions with domestic students, including acquiring intercultural skills and knowledge. I therefore recommend policy driven

comprehensive institutional interventions to support such interactions by preparing student affairs and services practitioners for a role in internationalizing the informal curriculum. Based on these benefits of interaction and the identified need for the university to facilitate interaction between all students, I recommended that the university establish quantifiable measures and evaluation criteria to establish levels of intercultural competence for formal and informal educators in the university. This would challenge current structures that encourage silos by compartmentalizing formal and informal student experiences, thereby enhancing a seamless holistic student experience at the university. Finally I recommend that the university establish multicultural policies and practices in line with the increasing cultural structural diversity on campus. Such policies will change the culture of the university in terms of internationalization, appreciation of other cultures and enhancing cross cultural competencies.

Although there is room for institutional interventions in order to facilitate more interactions and enhance the educational benefits of these interactions, I do not underestimate the tremendous benefits students derive from existing internationalization strategies and activities at the university. The next section is a summary of the chapter.

Chapter Summary

In this chapter, I presented my conclusions, recommendations, and suggestions for further research. The conclusions are based on the research findings, the literature reviewed, and researcher observations made throughout this study. The recommendations I have made are based on the research conclusions; these recommendations have implications for policy and practice. I have made three suggestions for further research.

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APPENDIX A

FOCUS GROUP INTERVIEW GUIDE: OPEN ENDED QUESTIONS

- Introductions**
- Filing out forms personal information forms**
- Describing the process**
- Signing consent forms**

Personal information

- 1. Name:.....**
- 2. Campus.....**
- 3. Academic program**
- 4. Year of study (e.g. 4th, 5th)**
- 5. Email**
- 6. Status in Canada**
 - Permanent Resident
 - Citizen
- 7. Which statement best describes your status in Canada?**
 - I was born In Canada
 - I have been in Canada since I was in elementary school
 - I have been in Canada since I was in High school
 - I have been in Canada since I started University

Other please explain

- 8. Have you ever lived abroad for more than 6 months since you were 10 years old?**
 - Yes
 - No
- 9. Have you ever taken a course(s) abroad?**
 - Yes
 - No

Focus group discussion guide- Open ended questions

Introductory Question

How do you identify international students in the class, lab or project, club library etc?

1. Interaction in social settings

Q. Have you had a “meaningful interaction” (interaction with an intention of learning from each other) with any international student outside the class or lab? Say in

- Residence,
- Clubs, or
- On campus work environment

Other questions for this section

- Have you shared a room/apartment with an international student?
- Have you been in a work environment with an international student?
- Have you volunteered in the same club, department, or association with international students?
- Did any of these opportunities present benefits/challenges?
- Could you share your experiences with us?

2. Interaction within academic settings

Q. What is the impact of international students on teaching and learning?

- Lab
- Classroom
- Group/project work
- TA

Have you been assigned a group project with an international student?

Have you had a TA who is an international student?

3. Role of the institution in facilitating interaction between international and domestic students

- Does your college/campus actively facilitate interaction between international and domestic students? Name such programs.
- Have you been involved in any such facilitated activity/event? How?
- If your college/campus does not facilitate such interaction do you think they should? Why/why not?

4. Impact of Interaction

Q. After interacting with international students, to what extent do you think they have

- Influenced your classroom setting
- Influenced your perception of world issues?
- Influenced your understanding of other people’s cultures
- Enhanced your understanding of professions in other countries?
- Enhanced your level of confidence in interacting with people from other cultures?
- Increased the likelihood that you would study a foreign language?
- Influenced your decision to participate in international programs such as study abroad, summer abroad, international volunteering etc
- Sparked an interest in knowing more about your own background and culture?
- Made you reassess your outlook on your own life as a Canadian?
- Affected your previously held beliefs about people from other countries?
- Affected your relationships with friends, parents, neighbours etc?
- Influenced your perception of some religion other than your own

- Influenced your choice of reading materials

Other questions

1. How different do you think the university/campus would be without international students?
2. From your experiences, are there benefits of having international students in your classrooms/residence, group projects, residence?
3. From your experience, what are some of the challenges of having international students on clubs and associations/unions /projects/residence, campus?
4. Outside the university what opportunities do you have for interacting meaningfully with people of other nationalities?

Conclusion

Appreciation and request for volunteer for in-depth interviews.

APPENDIX B

IN-DEPTH INTERVIEW

In-depth Interview Open ended Questions

Introductions and process overview-

Identifying international students

1. Are you able to identify an international student in the class or in other settings on campus?

2. Be-friending international students

- Have you made an attempt to befriend an international student?
- Was this an easy or a difficult task?-

3. Experiences in the classroom and Labs

- Have you had a TA who was an international student?
- How did you tell?
- Was this the experience different from a having a domestic TA? How different or how similar were the experiences?
- Contributing to a diversified learning atmosphere
- Do international students in your classes/labs provide different perspectives?
- Are you able to provide an example?
- Does faculty ask international students to share experiences or perspectives from their countries?

4. Experiences outside the classroom

Clubs and on-campus groups and residences

- Which student groups are you involved in?
- Are there international students in these groups
- Do they influence the types of activities, events etc. that the group has?
- Do you live in residence?
- Have you had an international roommate/house mate?
- What was/is your experience?
- Have you learnt anything out of this relationship?

5. Challenges

- Lets talk about any challenges that you might have encountered in interacting with international students

6. Benefits

- Are there any benefits that you can think of due to interacting with international students?

7. Influences

Can you name some of the influences that you have experienced as a result of interacting with international students?

8. Opportunities

Outside the university what opportunities do you have for interacting meaningfully with people from other nationalities/countries?

Closing remarks and thanks you

APPENDIX C

UNIVERSITY OF TORONTO, MISSION & PURPOSE

Mission

The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.

Purpose of the University

The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

Within the unique university context, the most crucial of all human rights are the rights of freedom of speech, academic freedom, and freedom of research. And we affirm that these rights are meaningless unless they entail the right to raise deeply disturbing questions and provocative challenges to the cherished beliefs of society at large and of the university itself.

It is this human right to radical, critical teaching and research with which the University has a duty above all to be concerned; for there is no one else, no other institution and no other office, in our modern liberal democracy, which is the custodian of this most precious and vulnerable right of the liberated human spirit.

Objectives of the University of Toronto

The University of Toronto is determined to build on its past achievements and so enhance its research and teaching. The University anticipates that it will remain a large university. It will continue to exploit the advantages of size by encouraging scholarship in a wide range of disciplines in the humanities, social sciences, sciences and the professions. It will continue to value its inheritance of colleges and federated universities that give many students an institutional home within the large University. It will strive to make its campuses attractive settings for scholarly activity.

Research

The University will continue to promote high quality research. The University is committed to:

1. Providing an environment conducive to research;
2. Emphasizing research, publication and related professional contributions in defining the career expectations of professorial staff;
3. Ensuring that faculties and schools engaged in undergraduate teaching also engage in graduate teaching and research;

4. Maintaining a capacity to respond selectively to new fields of research as they emerge;
5. Requiring national and international peer assessment of the quality of its programs;
6. Collaborating with other universities, industry, business, the professions, public sector institutions and governments, where appropriate to research objectives;
7. Providing information, library and research services of the highest international standards.

Teaching

The University will strive to ensure that its graduates are educated in the broadest sense of the term, with the ability to think clearly, judge objectively, and contribute constructively to society.

The University wishes to increase its ability to attract students from elsewhere in Canada and abroad, in the belief that while these students gain an education their presence will enrich the experience of students from the local community. In all its teaching programs, the University is committed to:

1. Achieving the highest academic standards;
2. Attracting students whose abilities and aspirations match the programs available;
3. Responding to the needs of a diverse student population;
4. Providing the best possible facilities, libraries and teaching aids;
5. Insisting on the importance of teaching in the career expectations of the professorial staff, recognizing excellence in teaching and providing opportunities to improve teaching;
6. Ensuring that professorial staff normally teach both graduate and undergraduate students;
7. Continuing to attract students from other provinces of Canada and from abroad; 8
Enriching the experience of students by cooperating with and assisting them in the realization of their educational goals especially as these involve their life-long learning and career development, their physical and emotional growth and well-being, their needs, including special or temporary ones, and their cultural and recreational activities.

Undergraduate Education

Undergraduates are taught in the Faculty of Arts and Science and in a number of professional faculties. Students in Arts and Science are registered in a college. They can take classes in their college and use college libraries; some students live in their college; for many their college is the locus

of social and sporting activities. For many years there were four colleges on the St. George campus; University College and those of the federated universities, Victoria, St. Michael's and Trinity. In the 1960s, the University reaffirmed its commitment to the college system on the St. George campus by founding Innis, New and Woodsworth colleges to accommodate the increased number of students. At the same time, it founded Scarborough and Erindale colleges. The University continues to regard college life as an important part of undergraduate education.

College life is experienced most fully when students live in residence. The University would like to make it possible for more undergraduates, in Arts and Science, and from the professional faculties, to live in residence.

The University is committed to:

1. Ensuring that the teaching and counselling of undergraduates is a normal obligation of every member of the faculty;
2. Ensuring that professorial staff draw on their research to enrich their teaching;
3. Continuing to welcome, and serve the needs of, qualified students, both full- and part-time, from Metropolitan Toronto and the Province of Ontario and elsewhere;
4. Providing for breadth and depth in all undergraduate programs.

Graduate Education

The quality of graduate education and the quality of research are closely linked in this as in any university. The University of Toronto's determination to remain a major research institution is therefore in itself a commitment to high quality graduate teaching.

Additionally, the University is committed to:

1. Ensuring the provision of a broad range of graduate programs;
2. Ensuring that high standards of scholarship are maintained in all graduate programs by submitting them regularly to international peer review, and strengthening or discontinuing any found wanting;
3. Increasing its ability to provide adequate financial support for graduate students.

Life-long Learning

The University wishes to encourage learning as a life-long activity, and is committed to:

1. Providing to persons in professional practice and to members of the community at large opportunities to study and to use its facilities;
2. Helping other institutions, professional organizations and learned societies through the provision of facilities and expertise.

The University Community

The University of Toronto believes that it best serves Canada and the wider world by pursuing to the limit of its abilities its fundamental mandates of research and teaching in the spirit of academic freedom. In seeking to achieve the above objectives, the University of Toronto is committed to four principles:

1. Respect for intellectual integrity, freedom of enquiry and rational discussion;
2. Promotion of equity and justice within the University and recognition of the diversity of the University community.

3. A collegial form of governance;
4. Fiscal responsibility and accountability.

The University values its graduates as life-long members of the University community who make significant contributions to its on-going life and reputation.

The University recognizes that in the foreseeable future the majority of its funding will come from public sources, and thanks the people of Ontario and of Canada for this support. The University also recognizes that the fulfillment of its mission requires an increase in the level of funding, public and private, and will work to bring this about.

Approved by Governing Council October 15th, 1992

APPENDIX D

UNIVERSITY OF TORONTO TOTAL INTERNATIONAL STUDENT ENROLMENT

	International Student Enrolment			International Undergraduate as a % of Total Undergraduate Enrolment	International Graduate as a % of Total Graduate Enrolment	Total International Enrolment as a % of Total Enrolment
	Undergrad	Graduate	Total			
1978-79	2,009	852	2,861	5.3	13.8	6.5
1979-80	2,078	806	2,884	5.3	13.1	6.3
1980-81	2,207	874	3,081	5.5	13.9	6.6
1981-82	2,979	984	3,963	7.1	15.3	8.2
1982-83	2,720	1,009	3,729	6.6	15.4	7.8
1983-84	2,432	865	3,297	5.7	12.7	6.7
1984-85	2,143	856	2,999	5.1	12.7	6.2
1985-86	1,627	788	2,415	4.0	11.7	5.0
1986-87	1,471	727	2,198	3.6	11.4	4.6
1987-88	1,308	783	2,091	3.1	11.5	4.3
1988-89	1,645	910	2,555	3.8	13.0	5.1
1989-90	1,915	1,010	2,925	4.4	14.1	5.7
1990-91	2,216	1,201	3,417	4.9	16.2	6.5
1991-92	2,445	1,249	3,694	5.3	16.0	6.8
1992-93	2,294	1,248	3,542	5.1	15.4	6.7
1993-94	2,043	1,142	3,185	4.6	14.1	6.0
1994-95	1,629	1,028	2,657	3.8	12.9	5.2
1995-96	1,330	863	2,193	3.1	10.9	4.3
1996-97	1,204	770	1,974	2.8	9.9	3.9
1997-98	1,142	755	1,897	2.7	9.9	3.8
1998-99	1,261	776	2,037	2.9	10.2	4.0
1999-00	1,572	831	2,403	3.6	10.7	4.6
2000-01	1,914	980	2,894	4.3	9.6	5.2
2001-02	2,388	1,150	3,538	5.1	10.7	6.1
2002-03	3,023	1,380	4,403	6.0	11.9	7.1
2003-04	3,535	1,570	5,105	6.4	13.2	7.6
2004-05	4,318	1,628	5,946	7.8	13.5	8.8
2005-06	4,982	1,659	6,641	8.6	13.9	9.5
2006-07	5,312	1,753	7,065	9.0	14.3	9.9
2007-08	5,655	1,725	7,380	9.5	12.8	10.1
2008-09	6,233	1,633	7,866	10.4	11.8	10.7

Note: 1) Excludes TST undergraduate/graduate.
2) Beginning 2000-01, OISE graduate students are included.

Source: University of Toronto Enrolment Report 2008-2009

Appendix E

Power Words to Determine “Learning” and “Impact”

In the absence of a definition of the terms “learning” and “impact”, I identified the following power words to determine that respondents were describing learning and impact during focus group and in-depth interview sessions. These power words were used by respondents and can be found in some of the direct quotations particularly in chapter 4.

Learning

- I now think ...
- I realized ...
- I used to think...
- I was very ignorant about...
- It took me a long time to ...
- Now I feel more confident...
- Am a lot more accepting...
- I know more about...
- I understand them better...
- I have come to appreciate ...
- I did not know... now I ...
- I am now very curious...
- I am more aware ...
- I learnt...
- I wondered...
- I feel more connected...
- Am trying to recapture...
- We are trained to deal with ...
- I see myself through their...
- I only knew about...

- I found myself going...
- To protect my ignorance...
- It feels daunting at first...
- I explore new territories...
- Push the envelope...

Impact

- The more I did it the easier it became...
- I have come to appreciate ...
- I am now very curious to visit SA...
- It influenced my choice of...
- I decided to study...
- I am now planning to take a summer...
- I would like to study Spanish...
- I went to Belfast...
- I watch xxx program...

Appendix F

Information Letter Sent to Respondents

Title: Internationalization and the Undergraduate Student: How Domestic Students Experience Interaction with International Students

Dear

You have been asked to participate in a qualitative study on “Internationalization and the Undergraduate Student: How Domestic Students Experience Interaction with International Students”. From this study, I hope to explore the experiences of domestic students in their interaction with international students at the University of Toronto. The study focuses on experiences outside the classroom.

I am asking you to participate in a 60-90 minute focus group discussion, which will be tape-recorded and then transcribed. Any references and quotations that might identify you will be removed. Once I have completed the transcription, you will have the opportunity to review it to ensure that it accurately reflects the group’s discussion, and that you are comfortable with what has been included. This will be within 2 months after the session.

I expect you to return the transcript within 3 weeks or it will be considered satisfactory. The findings of this study will be relevant and useful to policy makers, recruitment teams, students, and student affairs professionals. Though the findings are not generalizable to other universities, they may be of interest to other divisions such as the international student centre and other student life professionals, as they develop programming, also for faculty in delivering and designing courses. Domestic students will particularly benefit from exploring and reflecting on their own perspective as a result of interacting with diverse students from different parts of the world.

This study is completely voluntary and you will be free to withdraw at any time. During the focus group meeting, you are free to decline to answer any question, and you may withdraw from the meeting at any point you wish. Your identity will remain as confidential as possible. I will use a pseudonym, and will leave out any details that might identify you. However, it is possible that an informed reader may be able to guess your identity. Every effort will be made to minimize this possibility by disguising any experiences that are highly particular. When you review the transcription you may remove any points you do not wish to be made public. Participants will at no time be judged or evaluated and at no time will be at risk of harm. Be informed that no value judgement will be placed on your responses. Information on you will be retained by me in a secure location (a locked drawer that only I will have access to in my house) and will be used for research purposes only. Original transcriptions of the focus group conversation will only be seen by myself, my supervisor and the transcribers that I will hire. I will destroy tape recordings and rough notes 5 years after my thesis has been submitted. I will use the information in this study in reports, publications and presentations. After the focus group discussion, I will send you a transcript of the group

discussion within 2 months Via email with a code to open the attached document for review. I will ask you to return the reviewed document within 3 weeks.

Attached is a consent form that, if you agree to participate, I will collect from you at the beginning of the focus group meeting, and which I will keep in a locked and secure drawer in my home office .If you are willing to participate, please sign the attached form. For further questions, contact me at the above number or by email.

If at any point you may need to contact the Office of Research Ethics, I have included their contacts below.

Office of Research Ethics
General Phone: 416-946-3273
Fax: 416-946-5763
McMurrich Building, 3rd floor
12 Queen's Park Crescent West
Toronto, ON M5S 1S8

Sincerely,
Jane Ngobia, PhD Student- (Contacts given)

You may also contact my supervisor,
Prof. Ruth Hayhoe- Contacts given

Please complete the information below if you agree to participate

I agree to be audio-taped -----Yes -----No

I agree to be quoted directlyYesNo

I would like to receive a copy of the summary of findings through email YesNo

Signature.....

By Signing you are agreeing that you are willing to participate in the study, you have received a copy of this letter and you are fully aware of the conditions above

Date

Phone no

Email.....

The time(s) at which I prefer to be contacted is:.....

Thank you very much – your participation is greatly appreciated