The Rationales and Strategies of Internationalization in Higher Education:

A Comparative Study of the University at Albany, SUNY and the University of Oslo

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Abstract

The objective of the study is to investigate the motives and strategies behind internationalization in higher education. The intentions are to address the rationales behind internationalizing in higher education in Norway at the University of Oslo, and in the USA, at the University at Albany. As well as the effective strategies on how and to what extent universities increase internationalize on their campus. The research method used was qualitative with the use of a comparative design to compare the University of Oslo and the University at Albany. I interviewed six participants from both universities using semi-structured interviews.

The study explained the mechanisms that make internationalization a success. Common perception that drives internationalization in higher education is financial, competitive and quality driven reforms. For the University at Albany the perspective of increasing the cost of higher education tuition is not to make a profit but to create revenue subsidized programs, which will help the universities to maintain resources available for domestic students. Regarding the University of Oslo's perspective, higher education provides tuition free to anyone that is enrolled regardless of their background. I examined both universities that have the same objective to increase the rate of internationalization but accomplish these goals very distinctively. The significance of this study is essential for the greater outlook for higher education, where capitalistic influences can reshape how universities recruit and implement their goals. If higher education becomes another industry motivated by capital profits, the development of skilled workers, cultural understanding, and development of society can be affected. My conclusion from the study is that the foundation of a great nation comes from a successful education system, because it is where they can develop cultural understanding and development of national citizenship.

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Abbreviations

ERAMUS: European Community Action Scheme for the Mobility of University Students

IELP: Intensive English Language Program

IIEP: International Institute for Educational Planning

NGO: Non Governmental Organizations

NOMA: Norwegian Masters

NORHED: Norwegian Higher Education

NORAD: Norwegian Agency for Development

OECD: Organization for Economic Co-operation and Development

SUNY: State University of New York

UiO: Universitetet i Oslo (University of Oslo)

UAlbany: University of Albany

USA: United States of America

Chapter 1 Introduction

1.1 Background to the Study

Internationalization has proven to be the modern wonder in higher education. In fact, this phenomenon was established hundreds of years ago, however, it wasn't until a few years ago, that it truly became an active practice for universities. Within the past two decades the flow of foreign students and faculty members had increased substantially, in essence creating a more connected world. Furthermore, Janne Carlsson, Han Peter Jensen, Per Nyborg, Pall Skulason, and Paavon Uronen (2009) mentions "Internationalization has been seen as a central element in the quality reform; co-operation and the exchange of students and staff is believed to be a central element in quality improvement" (p. 17). Considering the above stated, universities have adopted the practice of increasing their appeal internationally which in turn, will work to bolster their academic rank. Internationalization has become more of a strategic goal for universities at large. The rise of internationalization can be attributed to the collaborative efforts of a number of stakeholders. For instance, Nations and universities to work hand in hand to make it possible to increase the exposure of global collaboration.

Internationalization is a term that has evolved and grown with time. The term was originally an economic expression for entities expanding internationally but now internationalization can be used in other various industries. Despite how it is defined and altered over the years, it has been a topic that has received a lot of attention over the last 10 years and how it has been reshaping higher education. Although the internationalization is not well defined and very neutral from the perspective of any position involved, the concept of international integration is to improve intercultural, quality and equity in higher education. Marijk van der Wende suggests the definition for internationalization can be explained as "any systematic, sustained effort aimed at making higher education responsive to the requirement and challenges related to the globalization of societies, economy and labor markets" (1997, p. 19).

However, the manner in which higher education is implemented today is remarkably different from past decades. Today, a significant portion of collegiate students comes from Asia, Africa, Scandinavia, Australia, Western and Eastern Europe as well as the United States.

More importantly, universities endorse a multi-cultural sensibility, which in turn has worked to increase a more diverse student body. Internationalization can potentially foster cultural understanding, which can contribute to a given student's ability to compete in the global market. Internationalization in higher education has been more than just a trend; instead, it is a major focal point for universities around the world. Global higher education is composed of various programs, which encompass; study abroad, student exchange, international admissions and outsourced campuses (New York University in Shang hi, Dubai, South America and Europe) (Daley, 2011). This phenomenon has the potential to foster global tolerance and more importantly, elevated knowledge for talented and competitive students. The two universities referenced and researched for the purpose of this study are the University at Albany and the University of Oslo. Internationalization is a great instrument to improve academia in quality, equity and by uniting the world. However, capitalistic motivations could stain education as a human right. The overall goal of this study is to amplify the lenses of awareness of the driving forces and formation of international education.

1.2 Aim of the Study

The study will investigate the motives and strategies behind internationalization in higher education. Common perceptions that drive internationalization in higher education are financial, competitive and quality driven reforms. Financially it has been triumph for universities for the reason that profits earned maintain and create avenues for international education to expand further. Also with better recruitment strategies for better resources to increase competition and appeal providing a positive feature for global ranks and quality in academia.

The study was conducted at the University at Albany, also known as UAlbany (USA) and UiO (Norway). This comparative study was selected because both universities demonstrate how international education can be operated differently for the same goal with distinctive agendas. Internationalization can unite the world by educating students of all cultures, thus displaying a new era of higher education.

The study can be divided into two areas of observation, first the rationales and second the strategies, which explains why internationalization as merged as a phenomenon in post-

secondary education. Using the four factors model approach it demonstrates the foundation for international education:

I. <u>Economic</u>: The benefits and potential revenues that can be generated, labor markets, investments and returns in universities.

II. <u>Social/Cultural</u>: Cultural understanding and network building among universities.

III. <u>Academic</u>: Academic quality and the equity in higher education, international curriculum, international research and teaching.

IV. <u>Political</u>: Foreign relations, policy and diplomacy that assist universities to build effective partnerships (Teferra and Knight, 2008).

The second major focus is the strategic efforts utilized by universities to attract certain students. Both UAlbany and the UiO have recently instituted strategic plans to increase the international research. Both universities emphasize their efforts to amplify strategic goals by articulating their recruitment agendas, international curriculum and extending partnerships possibilities. Strategies are the execution of the goals put in place.

Currently, the international student population at the University at Albany is at least ten percent and representing over 100 nations with partnerships from both hemispheres of the world (University at Albany Office of International Education, 2012). For the UiO, international students also hold 10 percent of the student population and with research being conducted at all eight faculty departments (University of Oslo, 2011b). These statistics display that international students have an important presence in these two campuses with students coming from all backgrounds. Furthermore, it demonstrates the importance of global partnerships allowing universities to expand their own students to new horizons.

It is important to know what the factors are and the position held by stakeholders at every level. This research will provide another angle in the study of internationalization on how rationales and strategies differ from universities to universities and from nations to nations.

I hope to influence the way internationalization is managed and implemented from a capitalistic approach to a human rights capability. I will demonstrate how two different institutions, from different nations, try to increase the rate of internationalization with

distinctive motivations. Education should not be prioritize by economic influences but viewed as a factor in the improvement in the societies, institutions and the nations.

1.3 Research Questions

The research questions serves as an outline for the overarching research conducted. The research questions reflect the objectives from the UiO and SUNY Albany for their reasons to increase the rate of internationalization.

1. <u>What are the rationales behind internationalizing in higher education in Norway at the University of Oslo, and in the USA, at the University at Albany?</u>

   This endeavor is to find the motives and reasoning for the current interest in international education. The University at Albany and the University of Oslo both emphasize making internationalization a priority in their universities agenda, although the objectives behind may be distinctive. This research question will examine what drives the motivation to collaborate internationally. The economic, political, cultural and academic factors will be assessed to discover their order of priority. This question will challenge capitalism versus human rights motivations, governments/political roles and positive or negative impacts of internationalization on higher education.

2. <u>With the use of effective strategies, I will address how and to what extent universities internationalize themselves</u>?

   This question references the second aspect of my research, which primarily focuses on the strategies that make internationalization promising. The utilization of strategies on behalf of these universities allows for international collaboration to take place. The strategies utilized encompass the following; the creation of policies, student programs, study abroad programs, graduate research programs, student visas, and partnerships. Strategies play an integral role in fostering internationalization as they fortify the success of the overall mission. The second aspect of this research question implies to what extent internationalization is occurring in the institutions I selected, and how it entails the levels and goals they have in place.

1.4 Motivations

As an undergraduate student in the University at Albany, I have often noted that the price of education was rather exorbitant. During my final years of schooling I opted to study abroad at the University of Oslo; I soon learned that there was no tuition cost. While I was extremely grateful for the opportunity, I could not help but to question this difference. It was then that I decided I would explore international education further and stark the difference between both universities.

This topic was of particular interest to me as I consider myself a product of international education, although, I was not aware of studying abroad until late, as a collegiate level student. In retrospect; I can acknowledge and appreciate the impact it has had on my life. During the second semester of my junior year at the University at Albany, I enrolled in courses outside of the United States, which granted me the opportunity to experience studying abroad. As an international student, I attended two universities, where I was able to observe how diversely each institution operated their respective international programs. One thing I noticed was the strong emphasis on the encouragement for students to participate in international education. In my personal experience, I have noted that I was impacted positively, as a recipient of international education I became academically motivated as well as eager to explore distinctive cultures and nations.

I specifically selected the University at Albany because it holds a high activity of international student and faculty/staff members. As an undergraduate, I came across students from all walks of life that provided a positive international student presence on campus. For instance, my professor was a former British solider in the Second World War and the Cold War and another that experienced the first hand of the South African Apartheid. The international faculty taught us much more than any textbook, where it enhanced the academic quality by having professors that have direct experience in the subject they teach.

While at the SUNY Albany, I had the privilege to attend classes with students from across the Atlantic, with different perspectives on certain subjects, which also helped me expand my perspective on foreign cultures outside of the United States. I came across a student from Sweden who spoke to me about his experience growing up in Scandinavia, as well as his exposure to international students from other countries. His experience inspired me to see more of the world and learn from the world not just through literature.

My interest to study in the UiO was based on exposure obtained from international students, literatures materials, and experience studying abroad. One of the aspects of many domestic students in the UiO was how they embraced the international student population on Campus. Observing the manner of the international student body and the international office of the UiO, I could not help but compare it to my experience at the University at Albany. In comparing the two universities I wondered what was the motives for desiring a more international student body.

During a trip to France with my master's program we attended a seminar by United Nations Educational Scientific and Cultural Organization (UNESCO) and the International Institute for Educational Planning (IIEP), where they expressed the importance of education, cultural understanding, and global education. At the UNESCO conference they articulated the positive effects of international education has had and how it can continue to shape world. The seminar's sparked an interest that confirmed internationalization as the topic of choice for this thesis.

1.5 The Case for the University of Oslo

The University of Oslo is Norway's first and largest public university. It was established in 1811, shortly after their independence from Denmark (University of Oslo, 2012, para. 2). The UiO has always believed in making higher education accessible to everyone, they feel every student should have equal access irrespective of gender, religion, geographical, or socioeconomic background (Carlsson, Jensen, Nyborg, Skulason, and Uronen, 2009). The unique case for the UiO is that there is no tuition cost for any student in the public universities; even international students get this benefit. But Norway has an exceptional funding method; such as the Norwegian Student Loan Fund and Quota Scheme. Carlsson, Jensen, Nyborg, Skulason, and Uronen stated "Establishment of the student loan fund for education and the introduction of grants and interest- free loans to cover living expenses it is an essential factor in the realization of the social dimension of higher education in Norway" (2009, p. 16). This is what makes higher education in Norway quite unique. These loans and grant options allow a student to focus on their studies. Also, Lanekassen a government agency that provides financial assistance to students mentions foreign students with identification numbers and over a year of residency in Norway, are eligible to apply for student loans (2012).

Another important facet to consider is the Quota Scheme, which is a funding option for students from developing nations. The overall goal for this is to provide students from underprivileged regions the opportunity to study abroad. The Quota Scheme is a great tool to diversify and reach students from all areas of the world. It also contributes to society by developing the concept of a brain-gain. Where the UiO educates a number of international students from developing nations, to go back and provide a positive impact to their own society.

Higher education in Norway operates differently compared to the United States. In Norway, higher education is made accessible to all those who are academically capable with no tuition cost, which truly sets them apart, in that the students are the main priority. To further unfold the Norwegian rationale, I evaluated two articles for guidance. The first article, *The Internationalization of Higher Education: The Nordic Experience*, where it states that; "The democratization of access changed Norwegian higher education from education for a small group to mass education. Any person living in the country should have equal access to higher education irrespective of gender, religion, and geographical or socioeconomic background with no tuition fees." (Carlsson, Jensen, Nyborg, Skulason and Uronen, 2009, p. 16). The accessibility was established long ago, while Norway was still considered an underprivileged nation (idem). Education was viewed as a basic human right for any one residing in the country. Their reasons for a more international population are not solely motivated by financial gains; instead it has been to change the country's outlook on diversity. The small population in Norway helped inspire the nation to increase in the development of more global research projects; individual development was one of the factors that strengthen co-operation with the international community and fairness in society (Carlsson, Jensen, Nyborg, Skulason and Uronen, 2009). A factor of the development of a university can be linked to internationalization in the student body; as it opened the doors for Norwegian students to collaborate with Norwegians from other regions and foreign students. Norway uses internationalization to help developing nations by creating skilled workers and sending them back to their home country. Thus, allowing a brain gain to occur while academically improving the international population on campus (Carlsson, Jensen, Nyborg, Skulason and Uronen, 2009).

The contribution of development aid from Non- Governmental Organization's (NGO) such as NORAD (the Norwegian Development Agency) helps fund education initiatives for middle

and low-income nations. The UiO connection in providing Masters and Ph.D. programs to help developing nations with aid contribution plans from programs such as NOMA (Norwegian Masters)[1] from (2006 to 2012) and now The Norwegian Higher Education (NORHED) program (2012). The contribution of funds and loans to developing nations has not been very successful. For example many African nations have become dependent on loans where they cannot afford to pay back but can not afford to live without. Many NGO's, are criticized for their part in Africa's big debt issue. Where new strategies are developed to ensure that contribution of aid goes further and the use of internationalization in higher education serves as a prominent tool.

Another rationale that the UiO wants to increase is the rate student mobility and cultural interactions. Student mobility correlates to better quality in academia, cultural understanding and enhances international relations among nations. European collaboration is significant because student mobility is an important feature for European integration and cultural exchanges as "The International movement of students as an export commodity will also spread over the European continent and will become a more important element of higher education policy than it has been in the past, both at the national and at the institutional levels." (Opara, 2011, p. 60). Furthermore, Opara also indicates that the mobility of students has been an integral factor in the collaboration with Eastern and Western Europe, adding to a greater cultural understanding, international research and the development of skilled workers. The international participation with universities are interested in the quality in academia, but is primarily invested in university recognition, political and economic growth (idem).

An additional publication by Jacinta A Opara explained the rationales international policies and programs in higher education, her work mentions how partnerships help build solid programs that allowed many European nations to collaborate international education and increase student mobility. In 1987, European Community Action Scheme for the Mobility of University Students (ERAMUS) program was established and it increased the collaboration between European nations and Norway (Opara, 2011). Student programs are put in place to establish more partnerships between nations. The literature above, explicitly explained that the UiO has a different approach on internationalization and how they intent to operate it

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[1] NOMA is a programme for educational cooperation based on equal partnerships between higher education institutions in Norway and developing nations in the South.

differently from other European universities, by providing tuition free education also for international students. This literature specifically indicates that the reasons for the UiO are not solely motivated by the potential for capital gains but for the improvement in their institution and society. Student mobility was the main focus for many European nations to improve inter-cultural understanding and the migration of skill workers (Carlsson, Jensen, Nyborg, Skulason and Uronen, 2009). Internationalization is looked at as a great occurrence that is connecting the world with the use of education. UiO's actions display their true humanitarian objectives to establish inter- cultural collaborations for members of their institution.

1.6 The Case for the University at Albany

Internationalization in higher education in the United States has flourished, enrolling more international students than any other country. According to Hayward " The United States has had more success in attracting students from other countries. International students accounted for almost 3 percent of all four- years U.S undergraduate enrollments and 11 percent of graduate enrollment" (2000, p. 2). I believe for a number of instances international students are attracted to American culture and the prestige that universities hold. The importance of an international education and foreign language acquisition are jointly equivalent because it is an instrument that will be used to draw foreign students to come to the University at Albany and for domestic students to go to foreign countries. Haywood also explains "Over the past decades, the number of four- year colleges and universities requiring a foreign language for admission had dipped dramatically, from nearly 34 percent in 1965 to just over 20 percent in 1995" (2000, p. 2). This made admission enrollments easier and has opened the doors for more international student at the University at Albany.

The University at Albany is one of the four research universities for the State University of New York. The University at Albany was established in 1844 in the capital region of the state of New York. Student enrollment at the university is currently 17,142 (U.S. News and World Report LP, 2013). Table 1 below displays the International student profile in the University at Albany. The table is broken down to three categories; graduate students, undergraduate student and IELP (Intensive English Language Program) students. In total there are 1,445 international students in the fall 2012 for the University at Albany, where graduate students represented 49%, undergraduate students represented 40% and IELP represented 11% (University at Albany Office of International Education, 2012, p. 4).

Table 1: International Student Profile for Fall 2012.

International Student Profile FALL 2012 AGGREGATE TOTALS						
	Number	Total %	Gender		Visiting Students	
			Female	Male	Degree	Non-degree
Graduate Students	729	56%	426 (58%)	303 (42%)	1 Exchange	5 Exchange/ 15 other
Undergraduate Students	582	44%	293 (50%)	289 (50%)	10 Exchange	68 Exchange/ 17 other
Total Registered International Students	1311	100%	719	592	NA	NA
Total IELP Students	134		52	82	NA	NA
Total International and IELP Students	1445		771	674	NA	NA
Total Countries Represented	102					

Source: University at Albany Office of International Education, 2012, p. 4

The objective of the University at Albany is to provide their students with the skills and knowledge of foreign cultures, diverse customs and global competence to function with the world. According to the State University of New York "Diversity enriches our lives and the educational experience, invigorates conversations, awakens curiosity, and widens perspectives. Diversity also ensures our campuses mirror the rapidly changing world, creating an environment that prepares our students to be culturally competent so they can succeed anywhere" (n. d., p. 6). SUNY Albany acknowledges the importance of internationalization and how it contributes to the success of their institution. Internationalization will work to create a global talent pool and improve diplomatic relationships by establishing direct partnerships around the world. Achieving this goal will help facilitate the success of other big concepts, as well as advance the diversity agenda by bringing the world to SUNY and SUNY to the world (Dunnett, Leventhal, Sillner, and Wood, 2011, p. 1).

The University at Albany does share similar traits to the UiO, such as placing a major importance on international education, yet they are distinctive by their emphasis on accessibility and motivations. A perception that many Americans have is that the United States is the center of the world and outside its borders is quite irrelevant because the

percentage of Americans with passports is tremendously low. The Organization for Economic Co-operation and Development (OECD) mentions that American students in comparison to European students severely lack in knowledge of languages and language acquisition (2004). Although, English is considered as the global language of the world but as an American student studying abroad, I have come across students who speak a minimum of three languages. Foreign affairs are important to the future of any nation and Americans are lagging behind in the past years. That is why the American government is pushing for policies to increase the efforts in international education as argued by Hayward "Mirroring the wider American public, college students consistently perform more poorly on global competency and geography survey than do students from other developed countries" (2000, p. 2).

For my literature review, I selected two articles to represent the American rationales to support my research, which are; The *Internationalization of U.S. Higher Education* and the *Measuring Internationalization at Research Universities.* These articles emphasized some of the rationales such as funding, employment demands, international Awareness, international education requirements, international faculty and students. Haywood points out that although federal and state funding options have decreased in the United States, the demand and investment of international education has increased (2000). For many nations, internationalization in higher education is a great investment, where capital gains are generated from foreign students.

The purpose of the University at Albany is to create an institution to produce well-rounded graduates with strong interpersonal cultural skills and with experience living or working abroad (Dunnett, Leventhal, Sillner and Wood, 2011). International students have been important to the enrichment of the SUNY higher education system as they provide different perspectives to the classroom experience. The implementation of international students and faculty members in a classroom setting provides students with different insights and perspective on the course, allowing for collaboration among scholars from all distinctive backgrounds.

American universities demonstrate such strong interest in foreign students due to the economic gain they stand to benefit. The State University of New York places a great importance on the creation of study abroad opportunities as well as the improvement of international student services on campus. As argued by Dunnett, Leventhal, Sillner and Wood (2011) students from foreign lands are viewed by the university executives and state policy

makers as the possible catalyst for a better economic future for the United States in the preparation of students for the work place, future job creation, business partnerships and technological innovations

The rationales for the University at Albany are not solely determined by the economic factor but all the factors that are all interlinked to make internationalization blossom the manner that it has. The State University of New York states in the *Power of SUNY: Strategic plan: 2010 and Beyond*, the importance of enrolling international student is essentially motivated by economic opportunity, where it will have a great impact to all stakeholders involved (n. d). My concern is that higher education is just becoming another business commodity being packaged and traded in an international scale. Where education should not be bought but enhanced and promoted to help everyone. It is a known fact that higher education in the United States is expensive and my intention is to bring awareness on how they should be implementing internationalization by recruiting foreign student for their intellectual capacity not income potential. The importance of the *Power of SUNY: Strategic plan: 2010 and Beyond* and *Internationalization of US Higher Education*, it explicit explains the business management and the economic rationale. Those two documents state the way SUNY seeks to maximize profits earned to be reinvested back in to the institution and to the economy of the state of New York. The significance of my study is that I want to look at both universities that share the same goal of increasing internationalization and compare, how they seek to achieve this goal. To explore the reasons why both universities approach internationalization so distinctively? To provide an additional perspective to prevent economic motivations from turning higher education in to another industry solely motivated by money.

1.7 Challenges in Internationalization

With the increase in demand of international scholars within recent years, a number of challenges have formed, thus creating roadblocks to the development of internationalization. For instance, funding is a major concern at both ends for domestic and foreign students to study abroad because of the diminishing government funding. Hayward also indicates "Federal Funding for almost all postsecondary international areas has declined over the last decade. This includes support for educational and cultural exchanges, language study, and faculty research, as well as a number of other international initiatives" (2000, p. 3). This has

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been a real challenge for universities as the demand for a greater international presence is on the rise and the funding for such aims are decreasing.

An additional challenge is that security measures have become far more stringent; making it a burden for many nations and scholars to travel to certain regions to obtain a J-1 (school or faculty visa), creating social exclusion based on assumptions of security issues. Despite the highly regulated process of obtaining a visa, the rate of international education has not waned. The new security procedures have risen in number of ways with more security questions, criminal background checks, and notification that immigration documents should be carried at all times as well as finger printing (Nolo: Law for All, 2007). However, certain regions maybe excluded because of political and national conflicts, which can damper the international knowledge system, that is begin developed.

An additional challenge that arose was the issue of what is considered accurate education knowledge. Some universities do not believe in western teachings and this creates a struggle with those universities in those nations. The University at Albany has a low rate of collaboration with universities from the Middle Eastern region of the world. If we want to achieve a successful global knowledge network, I believe all regions; nations and universities should be involved. However political issues and past historical events can create an issue in future collaborations between universities by putting a damper on the process of internationalization.

Chapter 2 Literature Review and Theoretical Framework

The literatures obtained for this study were related and current with the publications directly from the institutions (the University of Oslo and the University at Albany), OECD and academic journals. Internationalization is an enormous topic and it is construed and implemented differently at the University of Oslo and University at Albany. Higher education can appear like it is under attack from external interest or evolving in to a commodity. Internationalization can be an effective tool not just to improve academia but humanity. The articles from the OECD documented a universal perspective on how the majority of universities internationalized themselves. Knight's perspective provided an insight looking at each strategy from the standpoint of the stakeholders and complimented with different theories. The OECD displayed the history, how it has evolved in the past decades and also looks outside the box to see how it relates to foreign student's perspective to the hosting universities and nations.

The *Internationalisation of Higher Education* is publication from the OECD (2004), an article from the OECD, addresses concerns in finding the driving forces. This article was very influential in discovering the importance of quality, student mobility and recognition among universities, demonstrating the importance of the role of accreditation in international education as argued that "National quality assurance and accreditation agencies need to intensify co-operation at international level in order to increase their mutual understanding." (OECD, 2004, p. 6). Accreditation gives students around the world the peace of mind of selecting an adequate university but more importantly, it makes it easier for universities to establish partnerships and increase the rate of student exchanges. As stated by the OECD "Higher Education has a common interest in strengthening quality provision (either to protect their learners or to maintain the reputation and attractiveness of their higher education system abroad)" (2004, p. 5). Accreditation is directly related to quality, which is the main goal for most universities because it relates to the academic and global ranking.

The prospect of making higher education accessible to everyone around the globe is a great action for humanity. The OECD article also states how times had changed, where people

outside of the United States can earn an American degree without even stepping in to American soil. The rise of online classes and universities establishing campuses abroad opens up the world to domestic students, faculty members, and foreign students. With the higher rate of international students, equity is among the few key factors which internationalization has produced in higher education with the claim that "student mobility and foreign education can involve equity issues. The growth of cross-border education could lead to the displacement of domestic students by international students, if it is not carefully monitored by governments and educational institutions." (OECD, 2004, p. 6). Equity is important in creating an overall international student experience and is very much influenced by the manner which programs are put together.

Jane Knight and Damtew Teferra (2008) and Zha Qiang (2003) literatures were influential in this study that navigated and helped developed my research. Knight's approaches were ground breaking because of the way she broke down the structure of international education. Knight mentioned how the implementation of international education works at every level and how it benefits every stakeholder. The publication by Qiang has a universal understanding of the concepts and structure of internationalization in higher education. Qiang included the work of various authors that have previously made a contribution to the subject of internationalization and one of those authors was Knight. This publication evaluated many theories on the rationales and the strategies in internationalization. Rationales are broken down into the simplest terms in this journal. The literature conveys many different theories from various scholars on the subject but, like I indicated before, Knight's model has the most significant impact on this study. The model developed by Knight uses a group of four factors (1. economic, 2. academic, 3. political and 4. social) that touch upon every party involved that make up internationalization successful in higher education.

The frameworks that will be discussed will be Knight's perspective on internationalization in higher education, the human rights based and the internationalization theory. The publications reviewed featured Knight's viewpoints regarding the growing interest in internationalization and it's evident rise. Knight and De Wit as discussed that "The political and economic rationales (including arguments related to economic growth and investment in the future economy, the labor market, foreign policy, financial incentives and national educational demand), and educational and cultural rationales (including development of the individual, the international dimension to research and teaching, institution building, quality

improvement, and statements on the cultural function)" (Knight and De wit, 1995, as cited in Qiang, 2003, p. 252). Knights, statements are what attracted me to her work because she was able to link national governments and universities development to the topic of international education. Knight identified the following four factors that act as characteristics of the rationales: such as 1) Social/Cultural, 2) Economic, 3) Political and 4) Academic Factors.

Knights Perspective: Rationales

1. Social/ Cultural: [Cultural Identity, Intercultural Understanding, Citizenship and National Development] Relates to the exchange of cultures and social openness among nations. The goal for universities is to increase the knowledge of cultural exchanges and experience in their home university. Knight and De Wit argued, "Even student who never leave their own country are affected by the impact of our globalized society and economy" (1995, p. 13). Cultural identity is an objective of internationalization, where it is not just foreign students coming to your home university but domestic students displaying their national identity abroad. This also serves as an educational medium, in that; domestic students are able to learn through the eyes of international students. This as a result can serve in fostering knowledgeable citizens who can catalyze a more secure economic future producing skilled workers, entrepreneurs and employment opportunities; Knight states "Related to this point is the need for improved intercultural understanding and communication. The preparation of graduates who have strong knowledge and skill base in intercultural relations and communications are considered by many academics as one of the strongest rationales for internationalizing the teaching/learning experience of students in undergraduate and graduate programs" (Knight, 1997, p.11). Cultural and social factors are not just making a difference for the students at the university but the people in there society.

2. Academic: [International Academic Standards, Research and Teaching, Institution Building, Campus-Based Internationalization, Competitiveness and Cross Border Education] Knight's perspective on how academic factors relate to the endeavors in higher education is imperative to this study. Her perspective focuses on increasing the quality of the academic experience. The preparation of graduates to be national and global citizens is the goal. In order to appropriately gage an institution's academic quality one must consider its international standards in research and teaching (Qiang, 2003). International diversity is important, for students to be exposed to external customs and to make the campus an image of

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the world. The author Qiang stated "Linked to the notion of enhancing the quality of education is the idea that internationalization is often a positive change agent for institutional building. International activities may serve as catalyst for major institutional planning/review exercises, or help with institution building through the enhancement of the human, technical or management infrastructure system" (2003, p. 253). International students can improve the quality and the competitiveness at a university. Enrolling international students with greater knowledge levels in a specific subject area can amplify how other student's work and learn in the classroom. An international curriculum involves a recruitment of faculty, staff and students from all over the world.

3. Political: [Foreign Policy, Ministry of Education, National Security, National and Regional Understanding] Knight explains how education is an important element in foreign policy and international relations among nations. The investment in international education was a way to develop future global leaders to create a better diplomatic future, improve external relations, establish business relations internationally, and invert diplomacy efforts. Her approach displayed the importance that internationalization has played in the nation's outlook. By playing an important role in the improvement in policies in security, stability and peace. The improvement in foreign relations is a vital factor to the world at large, as peace and mutual understanding between nations will create a better global society and can be a vehicle for a better tomorrow.

4. Economic: [Labor Market, Economic Growth and Financial Incentives] Higher education is directly related with the economic rationale as it can be seen as the method for the production of skilled workers. We can look at the example of the United States with Silicon Valley in California where, foreign students established 521,963 of high tech jobs in 2001 and added $ 57.7 billion to the national economy (Mann and Nunes, 2009, para. 8 and table 1). These results illustrate the importance of foreign influence on today's economy, for example the United States. As well as stakeholders stand to benefit financially, such as the faculty members and students who contribute a higher rate of tuition. Also student's expenses of daily living are financially rewarding for the domestic university. Internationalization in higher education can also be the first step for future trade relations and business partnerships because the university alumni network extends borders and established positive foreign relations.

The key aspect of Knights perspective was argued that "It is Important to recognize the differences in motivations for internationalization within a single sector." quoted by Qiang, (2003, p. 255) who claims that these rationale factors are instrumental in allowing to compare any government or institutional policies to another by added them in the categories (Qiang, 2003). Furthermore she writes "In this way the following model for the coordination of higher education in an international context will serve as a conceptual basis" (Qiang, 2003, p. 256). These models by Knight are grouped in a way that makes it easy to understand how rationales and strategies put in place work together; also it displays how stakeholders benefit from internationalization.

The strategies will demonstrate how distinctively both the University of Oslo and the University at Albany put in place their strategic plans. Documents incorporated in this study, concentrated on the geographic area of the specific university used. Literature such as *The Internationalization of Higher Education: Nordic Experience* for the Scandinavian higher education was tremendously informative for the case of the UiO. The article, details the past and the direction that the nation wants to go with higher education. The publications also displayed the issues to increase the rate of student mobility between eastern and western Europe. This publication also touches upon, the formation of international programs like ERAMUS, which helps to create a continental partnership with universities all over Europe to make it easier with accreditation, earning credits towards degree, quality and cost. A document that explored strategic plans to increase internationalization at the University at Albany was *The SUNY and the World: Toward Comprehensive Internationalization*. This document was very constructive to my research, where it divided the impact that the university has had with the city of Albany and the efforts to increase revenue for the university. The publication from SUNY indicated that strategic plans to increase internationalization for SUNY campuses statewide. This document was vital to the study because it also highlighted the reasons and the progress it has had on the University at Albany. Strategies included partnership building and recruitment approaches increased the number of international connections to increase more funds.

The rationale can be defined in this study as the objectives that universities are attempting to accomplish with internationalization. According to Teferra and Knight (2008, p. 17) "Rationale are the driving force to explain why a country, sector, or institution wants to address and invest in internationalization…. Rationales dictate the kind of benefits or

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expected outcomes one would expect from internationalization efforts." The different elements utilized to increase internationalization have undoubtedly produced a number of beneficial results such as the increase of student mobility, cultural understanding and global research. In the following paragraphs, I will extrapolate the different rationales between Norway and the United States.

Knight, De Wit and Peter Maassen mentioned internationalization as a dynamic feature that has changed how higher education is delivered. Their views and explanation of internationalization expressed the evolution of the concept of the subject. Knight defines internationalization as "the process of integrating an international, inter cultural or global dimension into the purpose, functions or delivery of postsecondary education" (2004, p. 11). Maassen underlines "The traditional core of internationalization consist of mobility of students and academic staff, in the first place at their own initiative…..This implies that a large part of the current internationalization in higher education still takes place outside programmes, national or institutional strategies, in other words without being steered by international, national or institutional actors or bodies" (2004, p. 12). Maassen explains that modern day universities have the compatibility to extant beyond borders. With technological advance our modern planet is constantly shrinking providing the ability for mobility of students, and academic staff. De Wit highlights "Even if there is no agreement on a precise definition, internationalization need to have parameters if it is to be assessed and to advance higher education. This is why the use of a working definition in a combination with a conceptual framework for internationalization of higher education is relevant" (2002, p. 114). Internationalization is an enormous topic and it cannot be simply defined, these authors demonstrate an understanding from each of their angles.

Strategic Efforts

Each strategy encompasses a variety of elements, which parallel the different rationales employed by stakeholders. An example of this is academic quality and organizational activities, both factors making internationalization feasible (Teferra and Knight, 2008). Below I will denote how her approaches to strategies are broken down.

Table 2: Jane Knight's Approach: Strategies.

Strategies	
Organizational:	**Academic quality:**
Governance	Academic Programs
Operations	Research and Scholarly Collaboration
Support Services	Extracurricular Activities
	External Relations and Services

Source: Qiang, 2003, p. 259

The organizational aspect of Knight's outline consists of governance, operations and support services, which is the place where policies and goals are established. The governance role is to articulate any goals and make the pupils aware of any commitment for future policies (Teferra and Knight, 2008). It applies at any position at the government level and the decisions made by policy makers and many stakeholders. Teferra and Knight also indicated that the evaluation of policy documents and recognition of international dimension in institutional mission statements, were also characteristics of governance (2008). The national foreign policy and ministry of education fall under the governance, where nations work on ways to increase collaboration with other nations and universities while maintaining strong security precautions.

The operations portion of the strategic plan indicates how universities developed plans to increase the quality of education and environment on the campus (Teferra and Knight, 2008). The operations relates to the management and the goals by the institutions and the various departments, for instance budgets, international curriculum, faculty goals, and the review of academic quality. Organizational structures that help coordinator how the policies will be carried out, for instance allocating financial resources for students, department management and quality review (Teferra and Knight, 2008).

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Support services are factors that are visible, for instance international offices, student housing, fundraising and culture events (Teferra and Knight, 2008). Offices for international education for foreign students are crucial because it is a place where they can receive assistance towards adapting to a new country. Support services also help in the integration between domestic students and international students with events on campus. Support services serves as the medium to internationalization on the campus level, where the collaboration of various nations come together. Support services usually have staff member that can communicate in multiple languages or from abroad. Having an international staff helps with the international demands that requires a sense of a coping with foreign population with visas concerns.

Academic qualities are the mechanism that makes internationalization more frequently achievable, to the level where it stance today. Academic programs include: international curricula, study abroad program, student exchanges, foreign languages, cross- cultural training and faculty/ staff mobility programs (Teferra and Knight, 2008, p. 25). These programs are constructed to improve classroom setting and where quality is most measured. With international students with stronger backgrounds in mathematics, technology and science, it enhances academic culture at the university. Universities recruit the best minds hoping to improve academic standards and competitiveness. This will help increase their international rank with universities and build a more intellectual society.

2.1 Impact of Internationalization on National Government

Knight provides major insight on how rationales in internationalization are correlated to the human resource development on the impact it has played in society that it has been occurring. To the development of societies is essential in a nation's future, Teferra and Knight claim "Human Resources Development: Brain Power. Demographic shifts, the Knowledge economy, labor force mobility and increased trade in services are driving nations to place more importance on developing and recruiting highly qualified people/brain power through international education initiatives" (2008, p. 17). The value of having an international presence in higher education does not solely benefit the universities but all nations involved.

International education is opening the opportunity for nations to collaborate and build foreign relations to benefit the future of nations involved, as mentioned by Teferra and Knight "The

international mobility of students and academics, as well as collaborative research and education initiates, is seen as productive ways to develop closer geopolitical ties and economic relationships" (2008, p. 18). It has been stated before by economist like Gary Becker that education is used for economic recovery and development all growth (Becker, 2006). Furthermore Becker, the author of *The Age of Human Capital*, explains the importance of human capital, where an educated society can produce high quality skilled workers and can help produce more jobs "While some countries are interested in exporting education for income revenue purpose, other countries are interested in importing education programs and institutions for nation and capacity- building purposes" (OECD, 2004, as cited in Teferra and Knight, 2008, p. 19). As seen, with the example of New York University, establishing campuses abroad helps American students go abroad, as well as local residents to get an opportunity to earn an international degree at home. International education has impacted students positively as they are now able to interact with other students of different ethnicities. Since the Second World War, nations have been trying to collaborate with one another for a better understanding and improvement in humanity. Although history has placed importance on international education, today we see it as a priority.

Academic development in citizens is vital for the wealth of a nation. The development of skilled workers, increase in literacy rates and a growing economy can be the results of international education "An educated citizenry and workforce and capacity to generate new knowledge are key components of country's nation-building agenda" (Teferra and Knight, 2008, p. 17). Society needs to view education as the foundation, which will allow other national agendas to bloom with an egalitarian and educated population.

2.2 Impact on Internationalization on Institutional

In my research, national and institutional rationales tended to work hand in hand. Internationalization is a top to bottom process, where the ideas come from the government level but are executed at the institutional level. Knight expresses that there are a number of factors that influence the rationales at the institutional level such as: international student programs, articulated strategies, funding methods, curriculum with an international focus and international faculty members (Teferra and Knight, 2008). The rationale at the university level also establishes the reputation by the quality of education, research projects, partnerships with top universities and the campus academic culture.

International programs are important for the UiO and SUNY Albany because these programs make it easier for universities to collaborate through different requirements. Programs like Erasmus, study abroad, student mobility, student exchanges, joint international degrees and faculty exchanges are examples of international programs. These programs are examples of partnerships and agreements that help break through the barriers of academic credits, academic standards and funding. These partnership programs are what make internationalization possible by bringing in students from around the world together.

Funding is a major role for institutions by making international education affordable for scholars from all nations, eliminating the burden to send students and staff members overseas. The creation of avenues for funding that incorporates grants, scholarships, external and internal loan options is readily available. At the campus level is the place where funds are allocated and revenues base programs are recognized. A strong academic program can work to attract intelligent students who will then bolster the global university rank and increase external business opportunities.

2.3 National and Institutional Roles

The rationales at the national and institutional level are similar but distinctive in their roles. At the national level, they are involved with the policies making and the collaboration with other nations. The institutional level is where the mechanics of internationalization is seen and experienced. In comparison, the national and institutional stakeholder's main objectives are to build partnerships but are distinctive on their functions and level. The motivations are quite equivalent for both stakeholders; where the improvement of quality (in society and the university), economic (skill workers, entrepreneurship, revenue building and creation of subsidize programs) and social (Student mobility, cultural understanding, citizen development and international student programs) are the target objectives.

2.4 International Branding for Universities

What is considered to be premiere institutions by international standards is complex as competition is now predicated on institutions establishing themselves as international corporations. For instance Teferra and Knight stated, "Trade in higher education is a multibillion dollar business internationally, which is expected to increase significant.

Therefore, counties are showing increased interest in the potential of exporting education for economic benefit" (2008, p. 19). It makes me question, if higher education is tainted, when the recruitment of students has gone from being based on intellect to now being solely motivated by those who are economically capable. The measurements of universities are forcing higher education to be branded, equivalent to other capitalist industries as argued by Teferra and Knight "This interest in "Branding" is leading institutions to seek out accrediting bodies, some of which are very trustworthy, and some of which are less reputable. Accreditation is becoming an industry unto itself, and it is clear that institutions and providers are making serious efforts to create an international reputation and name brand for themselves or a network of partners in order to gain competitive advantage" (2008, p. 21). Where some schools, attract students by their university's brand name not the quality.

The demand for internationalization is rapidly increasing for many universities, which can change the focus on the economic and political factors indicated by Knights' model. Where it can become a human rights problem because it can deny the accessibility to certain groups that can't afford, if economic factors become the priority. There is an issue if higher education becomes a commodity rather than a factor to improve universities and societies as argued by Altbach and Knight (2007, p. 293) "Many international higher education services- focused on profits provide access to students in countries lacking the domestic capacity to meet the demand." Internationalization is established with the best intentions but can easily be misdirected for the wrong reasons. These theories can collide with one other, yet both explicitly explain how internationalization work with distinctive motivations. In the political sense, internationalization can improve foreign relation or tarnish it, which can create a barrier to the international education between nations with a history of conflict.

2.5 International Higher Education: Commodity or Human Rights

Literatures on the human rights based perspective on the internationalization in a period of exchanges of global knowledge and tarnish commercialization of the basic needs in education. The right to an education is an achievement towards the goal of a universal quality education across the globe (Babaci-Wilhite, Geo-JaJa and Lou, 2012). Internationalization can be used as a great tool that can unite the world using education as the forefront. Education is a great factor, as one of the foundations for many NGO's to connect and produce positive

awareness among nations worldwide. The concern is the price of higher education is increasing and government funding is decreasing. This leads to many universities in the United States to find alternatives ways to balance the economic deficit. Internationalization has a way to raise revenue and has been a success in making a profit for the host university. Internationalization should not be a form to increase profits but a reason to improve academia and help the individual grow as a whole. The internationalization should only be based on how it can improve academia, provide accessibility to all individuals, develop positive relationships internationally and advance the quality for education not capital.

The rationales and strategies on internationalization have grown within most institutions and promoted as a commodity. Currently branding to improve ranking among universities creates competition among universities globally and profits can shift as the main objective for higher education in general. Economic and political factors do influence on how higher education is operated and there roles. Higher education is an asset to society not a commodity, where it should not be sold but be used to empower everyone. Internationalization has been a major shift on how higher education is currently processed with motivations that are contrary from the standard higher education academic goals.

In the following the human rights based approach is discussed in this study for various reasons, when the quality, accessibility and commercialization in education are mentioned as a factor to improve universities. Babaci-Wilhite (2012, 2013 and 2014) used the concept of the human rights based approach and how it relates to higher education in an international context. Higher education should not be sold but accessible for everyone. Internationalization has been a positive factor in our modern shirking planet and increasing foreign relation and the exchanges of academic programs.

The Human Rights and Internationalization theory has been an important factor that has helped the growth of international education with the improvement in the relationships between nations, multi-culturalism, understanding of diverse customs, accessibility and quality. Internationalization has opened the door not just for the sharing of knowledge but the opportunity for nations to collaborate and improve our modern world, which is a component of human rights. The Office of the High Commissioner for Human Rights stated "Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated,

interdependent and indivisible" (OHCHR.org, 2014, para. 1). Internationalization has made higher education more accessible to everyone and it is used as the channel for human rights. Knights and De Wit stated that "Political reasons for promoting international educational exchange and cooperation: to gain a better understanding of the rest of the world and to maintain and even expand their sphere of influence" (1995, p. 8). Internationalization is a positive avenue not just to improve higher education and how it is manufactured but humanity, where diversity becomes global unity. According to De Wit "Internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization" (2011, p. 243). I believe that internationalization is related to specific entity such as government, higher education or businesses characterized by a market of competition in an international scale. For example, both universities in this study expand and create partnerships cross-national borders, to increase academic standards, global recognition and to benefit economically.

Chapter 3 Methodology

This section describes the qualitative research methodology used in this study. I will begin by discussing the research design, the method I used to collect my data, my research site and the participants involved in this study. As well as explaining how I chose my interview samples and the interview process, discussing the data collection procedures and interpretation. Also including how validity and ethical questions were dealt with, since this is a major consideration when doing research in the field. The last section, describes my experiences in the field while gathering data.

3.1 Research Design

The research design serves as a systematic approach that will guide the research, as well as to lead the study to the data that is being examined. Robert Yin (1994, p. 19) refers to a research design, or strategy, as "an action plan for getting from here to there". I selected qualitative research very deliberately, to gain all the information that statistics can measure. I agree with Michael Patton (2002, p. 46) when he writes that "Fieldwork is the central activity of qualitative enquiry" and with Norman Denzin and Yvonne Lincoln (2008, p. 3) when they wrote that "qualitative research is a field of inquiry in its own right" meaning to acquire qualitative data, fieldwork functions as the primary platform.

Comparative design will be the research design used for this study, this method enabled a collection of in-depth and detailed information within the chosen (in my case the chosen universities) educational context. Alan Bryman explains that a comparative design "embodies the logic of comparison in that implies that we can understand social phenomena better when they are compared in relation to two or more meaningfully contrasting cases or situations" (2008, p. 58). Basically taking one method and comparing two cases, Bryman states "Comparative design should not be treated as solely concerned with the comparisons between nations. The logic of comparison can be applied to variety of situations" (2008, p. 60). In my case study, the comparison to both universities used, the rationales and strategic intentions serve as the cases for the comparative design.

3.2 Research Site

Both research sites are located in their respective state capitals of Oslo (Norway) and Albany (New York, USA). I decided to conduct my research at these universities due to their goals to increase the rate of international students. The first institution, the University at Albany, currently maintains an international presence, as well as a global initiative policy, which would later work to provide rich data for this topic. The University at Albany campus and the SUNY administration building (SUNY global department) were the research sites in which the interviews were held.

Illustration 1: SUNY Administration Building.

Source: Eustachewich, L and Associated Press, 2014.

Illustration 2: SUNY, University at Albany.
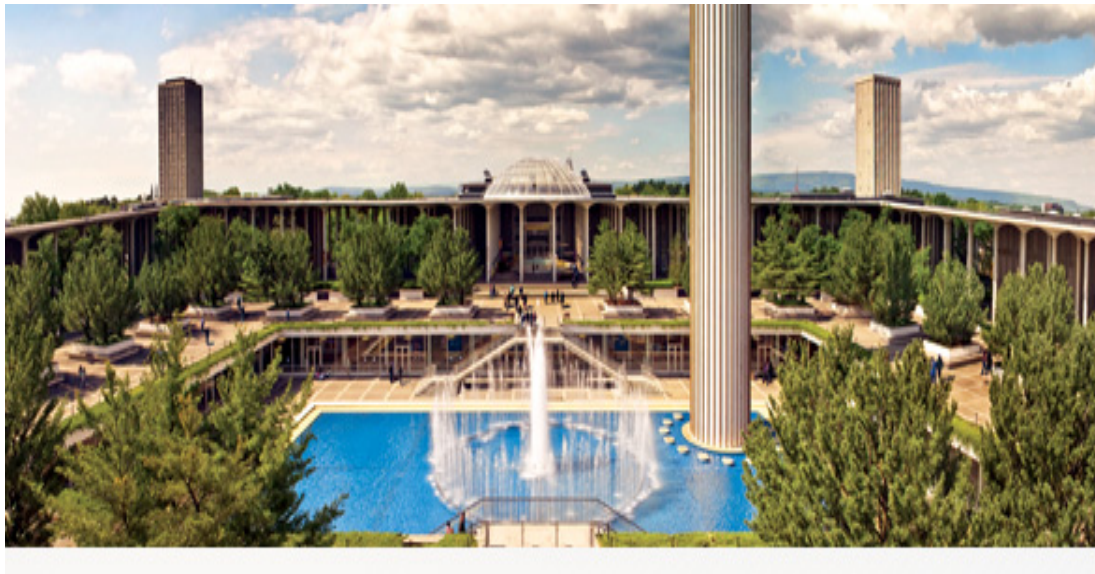
Source: University at Albany, 2014.

The second institution is University of Oslo, which emphasizes the importance of increasing and maintaining an international student population of students, faculty and staff members. In Norway, The research site was only conducted on the main campus of the UiO at Blindern in Oslo.

Illustration 3: University of Oslo (UiO)

Source: Maehlum, 2008

The research site being located in different continent had been a challenge that I will address below.

3.3 Sampling and Selection Process

Purposive sampling was used my in the study, which means the interviewees had to fit a certain criteria in order to participate. For instance stakeholders in involved with internationalization such as policy makers, higher education executives, program directors, professors and international staff members. To adequately collect data for this study, I made sure that my respondents represented different level within the university. The reason was to attain different perspectives from each distinctive level within the university. The criteria concentrated on respondents from the following departments within the university, like the office of international studies, business department, social science department as well as policy documents coming from the institution, state and national level. Utilizing these departments and documents, I was able to obtain relevant qualitative data. Six university executives were interviewed; four individuals for the UAlbany and two individuals for the UiO. The reasons why I have four interviewees at the University at Albany is because they fit the criteria that I was seeking that were strategically involved in the process of bringing internationalization to UAlbany with an executive from the SUNY administration building involved directly with the policy making aspect, two from on Albany campus and one faculty department chair. For the UiO, I only had two respondents that agree to participate in my study. These two individuals were administrators from the department of international bi-lateral partnerships.

All of the respondents were sampled and held strong positions in the process of internationalization. Below I will list criteria's used for selection of accurate participants:

- Participants must be involved with the University at Albany or the University of Oslo.

- Participants have to be involved in internationalization with both university selected.

- No students will be selected but universities executives, staff member from the admissions offices, international education, program directors and policy makers.

At SUNY Albany, I interviewed four respondents directly involved in the process of internationalization. Three out of the four were from the office of international affairs on the university's main campus. The fourth respondent in the study is an executive member of the State University of New York Global Office, in the international education department. These actors were more than aware of the research because they interact on different levels of internationalization. These participants bring experience from the SUNY Administration central office and directly from the SUNY Global department, where policies and campus partnerships are developed.

At the UiO, I had the opportunity to interview two respondents that are involved with the bilateral partnerships with North American universities. These respondent brought value and insight on the mechanics that make these partnerships with the University of Oslo work. The responses were clear and efficient but as an open-end question, they were able to give me insights of another data like future strategic plans and ideas they develop to increase collaborations. Ideas included better funding options with for international students, accommodation and recruitment with selective universities internationally and safety abroad for all students.

3.4 Concepts

I conducted a semi-structured interview and document analysis, the next step is to combine and identify if there are any patterns or significant distinctions. Patterns, synonyms or familiar conceptions of ideas that were collected from the data as common concepts. Bryman explains that concepts are "A name given to a category that organizes observations and ideas by virtue of their possessing common features" (2008, p. 692). The purpose of this process is to make the next stage easier intended for future analysis.

Table 3: Category and Concepts of International Education.

Categories	Concepts
Policies	Strategic goals, Power of SUNY, Global Citizens, Foreign Policy, UiO Action Plan for Internationalization 2012.
Funding	Financing, Economics, Accommodation, Scholarships, Student Fee and University Grants.
International Focus	Partnerships, Collaborations, Global Campuses, Employment, Internships, Online Courses, International students, staff and Faculties.
Ranking	Branding, Top university, Competition and Accreditation.
Curriculum	Academic, Student experience, international courses, graduation requirements, academic, courses, quality, equity in education.

Source: Teferra and Knight, 2008.

3.5 Validity

Validity examines the integrity and how sufficient the data gathered is adequate for the research. The validity between the respondents used in the study measures very high with executives and personals that handle the process in making internationalization occur at both universities. The variables in this chapter will correlate directly with the internal validity, for example the internationalization with both universities used in the study. Bryman argues, "Internal validity is concerned with the question of whether a conclusion that incorporates a causal relationship between two or more variables hold water" (p. 32). The level of reliability

is high considering the position and roles the participants hold in both universities international goals and agenda.

Table 4: Validity on Variables Roles on the Internationalization.

Internationalization	**University at Albany:**
	Variable 1: Foreign policy and international partnerships. Variable 2: International department, international faculty, international courses and curriculum for degree completion. Variable 3: Government policy, international policy objective, international office, university programs and student visa agreements.
	University of Oslo:
	Variable 1: Policy, international partnership, international programs and Office. Variable 2: International curriculum, student visa agreements, international faculty and staff members.

3.6 Code of Ethics

For ethical concern of the participants and universities involved, a disclosure statement will be provided to protect their privacy. The disclosure statement noted the following; names of the interviewee will not be mentioned nor their specific positions in the university, they will be substituted by grouping them in to variables. Also in the disclosure document, it will include a section, where the respondents can express any privacy request before starting the interview.

The disclosure document indicated all the rules and code of ethics for all students from the UiO. I opted to do this in order to protect the respondent's privacy and provide a more positive interview experience. The privacy of the participants involved in the study was of great importance to this research, which the disclosure statement illustrated in great detail.

- Interviewee's confidentially: interviewee is allowed to request if they wish to keep their names or other personal information private.

- Any sensitive data they wish to keep out of the study can be granted.

- Any information that the interviewee need from the researcher for verification purposes will be also granted.

- Notification that interviewees are being recorded and can also be obtained.

  Any recording held by the researcher will be destroyed after the thesis is published.

3.7 Fieldwork Challenges

Establishing the allotted work time for fieldwork, posed a challenge because of different time schedules from respondents and the distances among them. To assist with this concern I worked to contact all of the necessary participants early on in the process. In the case for SUNY Albany, I contacted several individuals and offices. The responses were positive because I was able to schedule interviews with all the individuals I wanted to contribute in my research. The issue arose because of the time-limited schedules to conduct interviews and locations where the interviews will be held. I interviewed four individuals in three locations. The distance between New York City and Albany, NY, is approximately 150 miles each way, this posed as a significant challenge. Despite the challenges, my participants were more than willing to assist me towards connecting with those directly involved with the internationalization procedures at the university.

In the case of Norway, it was a hassle to schedule interviews for the study. The Norwegian representatives felt that I should work with those who work directly with the North American initiative, which eliminated a number of interviewee options I had in mind. As a direct result I was solely able to interview two individuals on behalf of the Norwegian perspective. The executive members of the UiO were more than inclusive on the interview questions. They provided direct answers relating to every rationale and strategy, in addition they provided information on their policy and future plans currently being implemented.

It became evident to me that time was certainly of the essence and time management played a vital role in the success of obtaining quality research. To obtain data I used an audio recorder for most parts of my interviews. I transcribed all my interviews, which was a process that

consumed a lot of time but it benefited me to understand and review all my data. The data obtained from the transcription stage was excessive, where the data analyzed had to be coded to be properly grouped. For example, in the coded group labeled international focus: partnerships, collaborations, global campus, and international students all fell under the same category. The quality of my participants was quite high, because they were directly involved in the strategic efforts for both institutions used in this research. The reliability was very consistent with the concepts because the measurements in the relationship between the variables are correlated. For example, we can anticipate a high correlation between the concepts of international focus to international partnerships and foreign language instruction. In reflection, the validity and reliability for the measurement of the data collected were high with interviewees directly working in the field of internationalization and in the development of policy documents for each of universities involved in the research.

3.8 Data Transcription

I transcribed and gathered the data, which reflect the most relevant findings of my study. I used a deductive approach linked to my theoretical approach, which are the internationalization and human rights based theories that routed my outcome for my research (Bryman, 2008, p. 4). Therefore, I only transcribed the significant aspects related to the internationalization and human rights based theories by linking the same question to the respondent's answers to the four factors model (economic, academic, social and political).

Transcribing is a key step in the data collection stage as all data collected were required to be recomposed to textual form. My transcriptions derived from an audio cassette player and the notes taken at the interview. This stage was challenging due to all the different accents and the method they expressed their views. All respondents were asked the same questions but the results were very distinctive:

Example One: variable 1= (SUNY global Administrator)

Researcher: What are the strategies being established to help more students, go abroad?

Respondent (V.1): With the "Power of SUNY" strategies, it has increased the international presences for domestic and foreign students. Development of more programs that assist

students with better funding options and opportunities abroad with shorter periods also better accommodations.

Example Two: Variable 2= (University of Oslo)

Respondent: (V.2): Well with the new "Global Citizen Policy" being implemented to improve international efforts, 28 new strategies were put in place: that emphasizes in better funding methods, greater partnerships with high ranking universities from different regions, international focus in graduation requirements in most majors and improve recruitment strategies.

3.9 SUNY Albany: Interview Responses

Data collected pertaining to the rationales was gathered from documents, responses from interviews and theories.

Respondents explained the concentrated efforts of the rationales factors such as; economic, social, academic and political. The respondents also demonstrated the importance of emphasizing the focus on pushing domestic students to engage in study abroad and exchange programs, as well as to increase the level of foreign interaction within the university.

Below I added responses from participants from my study. To keep their identity unknown I will identify them as the alphabet: V (variable) and a number to follow them to distinguish each participant.

V.1: Faculty member at University at Albany.

V.2: Staff member of the international office at University at Albany.

V.3: Executive member of the international program for SUNY Global department.

V.4: Executive member of the international office at University at Albany.

Economic Factor

Q: What are the values of having foreign students, foreign academic staffs or even

foreign faculty members at your university?

V.1: Utmost every institution of higher education is trying to increase their numbers for mix motives; the motive of money, the motive of idealism and the motive of promotion.

V.2: Indicated that the university views international students as a way to raise revenue, since international students are paying out of state tuition, versus offering international students financial support.

V.3: International students pay a higher rate of tuition, so those resources, which can be allocated to get reinvested to programs, like scholarships and grants for students and faculty members.

V.4: Funding is coming from all areas; like donors, alumni support, grants and scholarships.

Political Factor

Q: To what extent is your higher education program internationalized? Follow up questions: how do they plan to enhance internationalization?

V.3: Student serve as an extension for their native country.

V.4: America has a clumsy set of immigration laws, which do not work well, in the country best interest. We are very keen on family re-unification and the idea of immigration lottery. Logically, we should be stating that we want people that have unique skills and funds to invest, so it can create jobs. Also for every job a foreigner establishes, it can create ten jobs for Americans.

V.4: Immigration laws will be an indicator for the future of international education, where national policy and relations will play an impact.

Social Factor

Q: With the collaborations of multiple cultures and customs in higher education, would this helps eradicate negative foreign associations?

Follow up questions: Will this be the answer for a better tomorrow?

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V.2: Internationalization is the step that all colleges and universities have to go to, we are definitely living in a shrinking planet, economically speaking, technologically speaking, and it only makes sense to bring the world together to share their ideas and research at an academic level.

V.1: When I first came to the city of Albany and Schenectady, the population of people from South East Asia was non- existed but with the use of international education. It has brought in skill workers from those regions and it has change the demographic in Albany, where many work for General Electric or in the education field.

<u>Academic Factor</u>

Q: <u>What are the strategies being established to help more students, go abroad?</u>

V.3: If our students cannot study abroad, then we will bring the world to them, it's the next best thing. By having international students in our campus and sharing their culture, it has reshaped our university.

V.3: Having more faculty members that can teach additional languages is advantage to our students that can help them academically and in the future job market.

V.4: International student can stimulate domestic students to go abroad and learn about other cultures through their experience as international students.

V.4: International students, bring two obvious arguments diversity and money. Diversity because, it will increases the range of culture, languages, nationalities, and perspective on campus.

V.4: The majority of foreign students are better graduate students than domestic students. This could strengthen certain subjects such as; economics and science.

3.10 University of Oslo: Interview Responses

The research data was gathered from interviews. My respondents were very clear on the importance of internationalization and the direction where they are heading. The respondents elaborated on the importance of increasing an international presence for their students and university staff. Below I will provide data collected from interviews on the rationales:

V.1: Staff member at the international education office for the bilateral partnership.

V.2: Staff member at the international education office for the bilateral partnership.

Political factor

Q: How important is the impact of student mobility programs in higher education?

V.1: The mobility of students and academics has been an issue for Norway for years, where the percentage going outside of Norway is still relatively low. Norwegian students particularly from the rural and small town areas go to the larger cities like Oslo or Bergen, which currently holds the largest rate of mobility for Norwegian students.

V. 2: Relationships with the other university has been essential for the growth of Norway. Considering the small population of the country, partnerships help provide increase of population, mobility and greater foreign relation with the nation partnered with.

Social Factor

Q: Are there any partnerships involved?

V.1: We want our students to be aware of other cultures outside of Norway but also to demonstrate our culture to visiting international students, as well as to other nations around the world.

V.1: The University of Oslo, partnerships with North American universities will provide an exchange of cultural understanding and competency.

Academic factor

Q: How do you perceive internationalization in Higher Education?

Follow up questions: How do they plan to enhance internationalization?

V.2: The agenda is to recruit the best students from our world, to improve the quality in our classrooms.

V.1: Recruitment strategies are developed not to bring in the most international students but to recruit the best students from selective universities.

V.2: More faculty departments to require international fieldwork for the completion of their degree.

V.2: The University of Oslo will provide more research and Ph.D. opportunities to international students.

V.2: Opportunities for international faculty members and staff members will be increased in the University of Oslo. This will provide an international dynamic to the campus. Also more staff members and faculty member with the capabilities to communicate in multiple languages.

Economic:

Q: How are stakeholders developing better funding methods for students to be able to study

abroad?

Follow up questions: Are there any partnerships involved?

V.2: American funding options, research fellowships and academic programs are the economic objective that supports partnerships with North American universities, scholarship programs such as the Fulbright an the Marshall Grant.

V.1: Creating more partnerships, opens up the door to have an inflow of student exchanges to occur. Funding and accreditation of credits are the biggest factors to make partnerships possible. Therefore the UiO plans to have a more selective process in choosing what institutions they plan to build partnerships with.

3.11 Data Collection: Process and Procedure

The collection of data was conducted by six semi- structured interviews. Semi- structured interviews process allows the interviewer to create a follow up to questions asked, allowing for a conversational style to occur, Bryman states "Refers to a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of question…. Also, the interview usually has some latitude to ask further questions response to what are seen as significant replies" (2008, p. 196). The

Semi- structured interviews method was selected in this study because it is flexible for a topic that has many avenues to collect data.

The questions I posed were open-ended interview questions, which also included a flexible interview guide (see appendix); in addition a privacy disclosure document (see appendix) was also included for the interviews. The interview process was quite enjoyable due to the fact that I was able to really interact with the interviewees in the field. Performing a semi-structured interview method, allowed for the responses to give me more than just an infinite answer, instead respondents were more likely to provide additional information. The interviews were conducted in Oslo, Norway at the UiO and Albany, NY at SUNY Albany for three months. The interviews were face to face at their perspective universities and departments.

Accumulating data comes in a various manners and in ways that might not be so conventional. According to Marshall and Rossman (1989, p. 83), "using a combination of different data increases validity as the strengths of one approach can compensate for the weaknesses of another". I collected research in a number of ways like note taking methods, facial observation and analyzing policy document.

- *Observation and note taking techniques* was necessary to collect data and additional information that the audiotape could not record. For instance, the observation of body language was quite telling and allowed for me to probe further when respondents displayed a physical gesture. Communication is also nonverbal, where the responses from the participants *demonstrate the confidence and authenticity of their answers.*

3.11.1 Interviewing process

The interview process was the most significant method in the data collection stage and allowed me to interact with executives in the field of international education. Working with different individuals from different positions, discovering how their positions operate and getting an insight in the perspective on the future of the topic. Interviewers were very comprehensive and unambiguous on the questions that were asked. In the selection for potential interviewers, I reviewed their credentials and involvement, so I can ask the right follow up questions. The use of criteria, respondents were able explain internationalization within their institutions and roles. For example, the executives for SUNY Albany explained

what regions and specifics on the importance to increase global partnerships and how it benefits the university.

In preparation for the interview process, proof reading of, and familiarization with, the questions to be asked was crucial. The pre-interview period consisted of 10 minutes of explanation about the disclosure statement and making the interviewee feel at ease. Each interview lasted approximately thirty to forty five minutes, which allowed for complete and unrushed answers. My experience was very good and the respondents, at both universities, were very personable due to my background with both universities.

3.11.2 Interview Procedure

To conduct research I used an audio recorder for the majority of the interview procedure and the remainder of the interview process was conducted without a recorder due to technical issues, due to lack of cassette space. The interviews conducted without a recorder, rigorously depended on a note taking approach and an evaluation of policies from the university. I noted that not having the recorder often times allowed for a free flow of conservation, as respondents felt less anxiety about having their responses taped. I later learned that they felt less distracted and self-conscious about their thoughts, which allowed for more articulation of their thoughts.

Prior to every interview, all the respondents were provided a copy of an interview guide and disclosure statement. The interview guide made the respondents feel comfortable because they were able to view the outline of the questions, which eliminated the guesswork, Bryman explained the role of an interview guide role is "Refer to the brief list of memory prompts of areas to be covered that is often employed… structured list of issues to be addressed to question to be asked in a semi- structured interviewing" (2008, p. 695). The respondents presented to react positively and receptive to the interview guide as it allowed for more time to process the questions being asked; which as a result it has led to greater detailed answers.

3.11.3 Analysis and Discussion

The section will examine all the data collected use in the study and interviews conducted. The literatures provided the platform and further knowledge from researchers for example Maassen, Knight, Babaci-Wilhite and De Wit that allowed me to learn from different

perspectives in the topic. The data collected from the interviews were analyzed by the common responses and linked the answers in to group categories.

- ***Document analyses*** complemented my research by making use of the data collected from university policy documents and strategic plans provided by each university. Policy documents determine the goals that universities are attempting to accomplish. For those, reasons it was vital to have policy documents added in my research. Policy documents from the University of Oslo and the University at Albany demonstrate prospective strategic plans and future goals on internationalization.

3.11.4 Analysis and Interpretation of Data

The data collected was analyzed and interpreted from policy documents, literatures obtained and interviews conducted. I stated in previous chapters and on my disclosure statement that I will keep my respondent identity anonymous in the thesis. I was able to improve the quality of my transcriptions by grouping key terms and coding them by common factors like; quality, accessibility, economic, cultural, academic, and social. Coding for the SUNY Albany, I noticed a pattern emerging from the responses from the interviewees; where all four respondents emphasized how financially rewarding it is to have foreign students. Reviewing the audio recording, I found that the common idea is that international students are seen as potential for financial gain. The idea that each student represents the potential for increased revenue was a common belief from the interviewee from the University at Albany. Despite this emerging idea, it was also clear that international students also improve academic programs and the student environment on campus because they bring out different perspectives and academic experience.

In the interview process both universities were supplied with the same questions and time per session. Coding for the UiO was the opposite compared to UAlbany, where they possessed different key terms and labeled groups. For the University of Oslo, university partnerships and strategies were the biggest coded groups in the study. The first interviewee was from the Department of Bi-lateral Partnership from North America, where they kept emphasizing the importance of better strategic plans towards recruitment from selective universities. During my interview with the second respondent when?, he mentioned about economic changes not in terms aimed at revenue means but to discover new ways to keep the public university tuition free for all students in Norway.

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Literatures from past researchers on the topic of internationalization has paved the way for my current data on international education but the topic has evolved and the interests from stakeholders has amplified economic, cultural, academic and political motives. Data such as strategic efforts and internationalization policies goals articulated in public documents were important in obtaining the information which guided the study.

3.11.5 Data on Strategies

I compared the rationales and strategies of both universities for increased internationalization.

Table 5: Internationalization Strategies for University of Oslo and SUNY Albany.

Strategies	
University of Oslo (UiO)	**University at Albany (SUNY)**
Better partnerships- bilateral, study abroad and student exchange programs.	Provide additional foreign language courses in Spanish, English and French.
Establish global research collaborations.	Faculty department incorporating international scope to graduation requirements.
Increase and improvement in recruitment strategies.	Developing new academic curriculum with an international scope.
Funding options and grant programs.	Increasing the level of students from all regions.
Increase the number of international staff and faculty members.	Strategies to recruit students and scholars from diverse regions of the globe with high demand.
Higher level of PhD and research opportunities for international students.	Multicultural events, cultural society, and student organizations on campus.
International fieldwork as requirement.	International concentrated offices.
Office for international students and affairs.	More PhDs, doctoral and research opportunities for international students.
Focus on core values and providing the quality and accessible education to any with the intellectual capacity.	
Student organizations and cultural societies.	

Source: University of Oslo, 2011a; State University of New York, 2010

The data on Figure 4 was gathered from interview responses, literatures used such as *UiO's Action Plan for Internationalization 2012-2014* and *The Power of SUNY: Strategic Plan: 2010 and Beyond, 2010* and personal observation while visiting both universities' international offices. My objective with this figure was to display the strategies between both universities, for the UiO, strategies that were more concerned in the recruitment agendas and requirements and for the University at Albany, alternative strategies to increase the level of internationalization and new ways to collaborate with other institutions. It was all based from the respondents interviewed that had a substantial amount of knowledge of the targeted strategic efforts and future recruitment initiatives for the right students.

3.12 SUNY Albany Strategic Policies

The Power of SUNY stated otherwise, with a solid plan to increase international influence at the university. Regarding to Dunnett, Leventhal, Sillner and Wood (2011, p. 4)

"In the future New York, SUNY graduates would be sought after by New York State companies and multinational corporations based in the State, as well as by agencies of the federal government, world agencies and non-governmental agencies due to their global competence and value in a competitive work place. New York State export-driven corporations would be especially eager to employ SUNY graduates who would be capable of driving their innovation agendas and helping these firms penetrates new and emerging overseas markets."

The purpose behind the international efforts at the University at Albany is that it prepares their students for a global labor market as well as for a multicultural society. Although competition and global rankings are certainly of interest for the university, the outcomes for the stakeholders are equally as important. Students prepared for a global labor market can open the doors for new businesses and entrepreneurs in American soil. A successful example would be the case of Silicon Valley in California. As the capitol of the world's largest technology companies, primarily former international students developed it. This was a major triumph, where it increased the international partnerships (attracting international entrepreneurs) and international diplomacy (Dunnett, Leventhal, Sillner, and Wood, 2011, p. 5).

SUNY and the World is a policy publication articulating the goals and future agenda for the State University of New York. They are strategic plans developed in 2010, feature for the Power of SUNY strategies. They were put in place to increase the international activity in the university. The SUNY system developed six criteria to further increase the concentration of internationalization on the campus level according to Dunnett, Leventhal, Sillner, and Wood, (2011), In Appendix 8 (p. 12-13) they describe the six baseline metrics and corresponding data sources as follow:

I. Enrollment in foreign languages (SUNY Office of Institutional Research)

II. Enrollment in and number of study abroad programs (SUNY Office of International Programs)

III. International student enrollment (SUNY Office of Institutional Research)

IV. International student economic impact

V. Number of international scholarships and fellowships awarded to SUNY faculty and staff

VI. SUNY RF (Research Foundation) from International Sources and for International Projects

These six criteria were put in place to enhance internationalization of SUNY; where every factor plays a role towards increasing the number of international student but also expanding to other areas that have not been exposed to internationalization. The first factor on the list would be the importance of enrollment in foreign Languages acquisition. I agree with Dunnett, Leventhal, Sillner and Wood (2011) that this remains to be a major vehicle that attracts international students to SUNY campuses because many come to learn a new language and exposure to new cultures according to my finding. SUNY Albany knows the importance of having a variety of foreign languages to offer, not just attract foreign student but also make domestic student interested in studying abroad. For example the enrollment of the number of student abroad programs such as undergraduate and graduate exchanges that stretch to five continents are an integral instrument where the programs establish partnerships creating a possible way to make it compatible in the aspect of funding, academic credits and the interaction of foreign students. These programs are the products that are in demand and

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without this product packaged, it would be difficult for international education to flourish the way it has because establishing partnership includes: accreditation agreement, international credit arrangement, financial arrangement to cover the cost of universities in many nations, also political acceptance for diverse cultures to earn student entrance visa and uncovering ways to keep the flow of international students rolling.

International student enrollment is an asset for universities because it contributes to the over quality on student life on campus and on the academics. According to Dunnett, Leventhal, Sillner, and Wood (2011, p. 15) International students bring distinctive intellectual backgrounds and perspectives to SUNY and help foster a more cosmopolitan learning environment for all. For many students from New York State who are unable to study abroad, interactions with international students are key parts of their "internationalization at home". The enrollments of vast cultures are an imminent factor in the mission of making SUNY universities an image of our multi-cultural planet. SUNY's goal is to create a global competence network of the world. I agree with Dunnett, Leventhal, Sillner, and Wood (2011, p. 14) that "If SUNY is to prepare students for the highly competitive global working environment of the 21st century, it must provide a larger number of its students with international experiences through education, research, service and work programs abroad. As part of their own internationalization planning, each of the campuses must determine suitable targets for study abroad participation among their students". Students will develop multi-cultural skills by collaborating with students from all backgrounds and learning a foreign language. For Instance, I agree with Babaci-Wilhite statement that indicates "Language plays a critical role in the cognitive learning and in the development of logic, reason, critical thinking and new knowledge" (2012, p. 20). Language holds a fundamental part in multi-cultural and international understanding that universities have put foreign languages in the forefront in strategic efforts.

International student's impact to the economy may be viewed as the prominent reason why internationalization is occurring in higher education. International students are financially rewarding to the university, the state and the national economy. Furthermore Dunnett, Leventhal, Sillner and Wood (2011) stated that "The 18,772 international students enrolled in SUNY in fall 2009 are estimated to have contributed a total of $409,343,000 to the State's economy and all international students enrolled in New York state institutions of higher education contributed $2.296 billion to the state's economy, while nationally international

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students had an $18.8 billion impact on the U.S. economy" (p. 16). The profit increase on higher education is very fulfilling but international students should not be viewed as potential revenue booster but as academic boosters and improving the higher education sector.

Figure 1: Economic Contribution by SUNY Institutions.
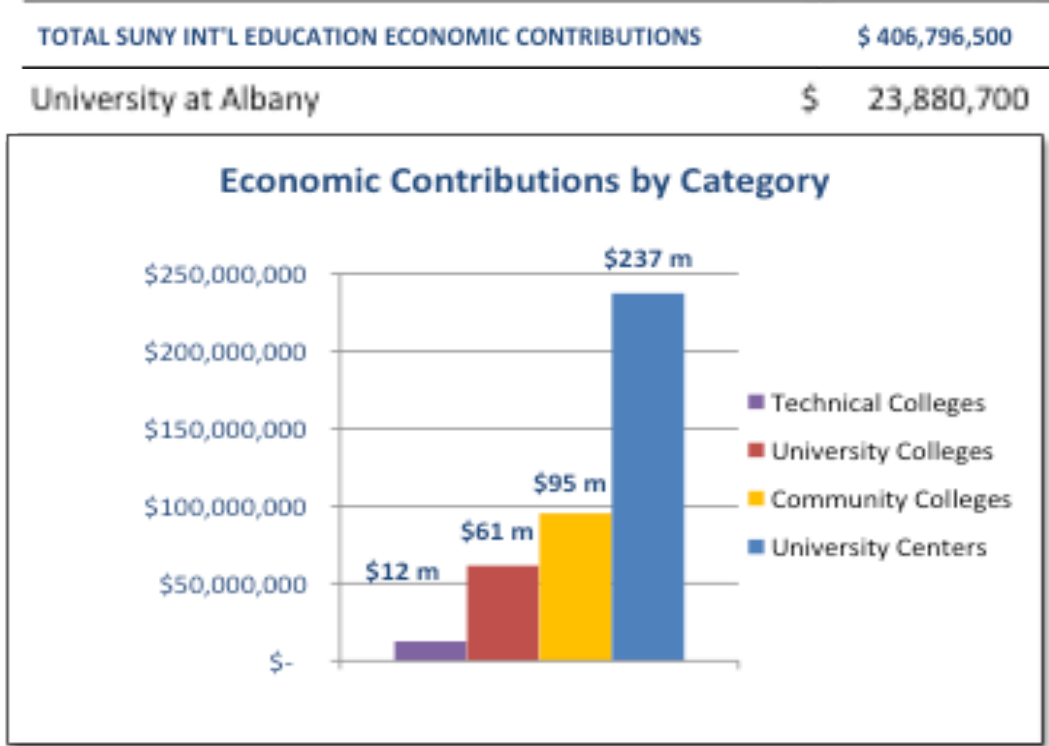
Source: Dunnett, Leventhal, Sillner, and Wood, 2011 p.57-58 Appendix 6.

The graph above shows the impact that SUNY has on the State of New York, divided in to four types of universities (Technical College, University College, Community College and University Center). The graph shows the impact that the University at Albany alone contributes over 20 million annually to the state's economy. This is important to residents that live in New York State because this benefit their institution, creates subsidize funding programs for in-state students and the economy as a whole.

SUNY knows the value that great minds from abroad can offer, not just on campuses but the state of New York by strengthening the academic offering. The purpose for SUNY international presence is to improve the outlook for residents in the state and build stronger graduates, Dunnett, Leventhal, Sillner, and Wood (2011) states "While intentionally

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idealized, this vision of a future New York State serves to show in clear relief the benefits of a fully realized internationalization strategy, specifically in terms of impacts on students and institutions, workforce preparation, the innovation agenda, business development, economic growth and job creation. The State University will be the engine driving these positive developments over the next decade and beyond" (p. 5).

3.13 University of Oslo Strategic Plans

My interpretation of Norwegian higher education at the University at Oslo is that it displays the total opposite compared to the American higher education system. UiO's position is to educate any individuals with the intellectual means and capacity, not just who is capable to cover the university's tuition. The UiO wants to increase the number of enrollments to prepare domestic students for a more global labor market, with intellectuals from all over the world. While, climbing the ranks for international research universities by implementing a more international scope in the institution's curriculum, campus and level of partnerships.

This finding indicates that both universities have two distinctive approaches and reasons why they want to enroll foreign students. The commonality is that both universities are trying to climb up the international ranks, for a better position to attract students. From my observation, internationalization is a great tool for universities because it will allow students to learn from their peers and university staff members. Internationalization also can be a tool for foreign diplomacy and to help eliminate any foreign misconceptions. With all universities marketing themselves and trying to climb the rankings, more and more, higher education are becoming business concentrated treating the names of universities as brand name.

Norway emphasizes is the contrary, where the accessibility for international students to be educated is of no tuition cost. This demonstrates the importance that university readiness is greater than the financially able, which I believe has catalyzed their booming economy and society. They are focusing more on the quality factor than any other factor, by recruiting the best minds to study in one campus rather than maximizing their capital profits because the UiO does not charge foreign students tuition cost.

A.) University of Oslo Action Plan

The UiO has been extensively promoting to achieve their goal of being more internationalized. Their efforts are evident with the common presence of international students and professors on campus. The University of Oslo has put in place *The Global Presence- Global Responsibility- UiO's Action Plan for Internationalisation 2012-2014* and The *Strategies 2020*. The UiO action plan by the university is called *The Global Presence*, a set of plans for the 2012 to 2014 academic years, focusing on globalizing the university. The plan initiatives will be the driving force for how they plan to guide and increase the rate of foreign influence in the university. According to the UiO action plan (2011a) the four core areas are:

- Global challenges

- Strategic collaborations

- International profiling of study programs and research

- Competency and capacity building for internationalization

The UiO emphasizes that they will focus in more active academic collaboration and partnerships with strong research communities and universities around the globe. Collaborations with more institutions will ease obstacles of funding and credits towards students earning their degree, by partnerships´ agreements for instances the University of Oslo state, "Good partnerships, Alliance and network are resources of increasing importance to academic collaboration. Competitiveness in recruitment and funding and strategic influence" (University of Oslo, 2011a, p. 5). Furthermore, it mentions that partnerships are not just with the European institutions but also a focus on the partnerships with developing nations in the south (Africa, Asia and South America). The university is aiming towards improving their quality of education programs by internationalizing many of their academic programs and adopting an action plan aiming to diversify the academic staff and faculty members. This will fortify the international collaboration between the UiO and the world. It will allow research to be conducted from UiO to the rest of world and vice versa with more frequency.

3.14 Strategies that eliminate Borders

The objective of the UiO is to re-invent themselves and develop as a first- class international university stating the following "The university contributes to the renewal of our society by generating new knowledge. Inquisitive, insightful, and creative individuals play a key role in the university's activities." (University of Oslo, 2010, p. 4). The University of Oslo emphasizes that they will achieve this endeavor utilizing a number of factors such as improving academic quality, strengthening courses, and providing high-level research according to international standards. UiO strategic plan also implied that Social responsibility, solidarity and putting people first by providing access to all that reside in Norway, to a university education.

The first objective of the strategy 2020 handbook is that "The University of Oslo shall promote pioneering research, education and communication and be sought after as an international partner" (University of Oslo, 2010, p. 6). The university has recently implemented 28 new strategies; they want to fulfill these arrangements by the year 2020. With eight out of the 28 strategies concentrated on the internationalization efforts, the University of Oslo will intensify internationalization by increasing its cooperation with the most attractive international environments and by competing for the best international projects, researchers and students (University of Oslo, 2010, p. 7). Currently, an important strategy that is being put in place is looking for better ways to recruit and attract the right individuals to the university. Policies developed with an international focus, ensuring equal opportunity for all, regardless of differences in cultural, ethnic background or gender, which will increase diversity.

Strategic efforts are the actions taken to accomplish these goals. Both nations are heavily placing their future outlook on increasing the rate of international collaboration. The UiO plans are clear, where the objective is to be recognized as a top international institution for international student collaborations by indicating that it wants to increase the level of internationalization in the document policy of strategic plans for as mentioned "In 2020, the University of Oslo will be more visible, attractive and engaged in the international arena than it is at present. This objective shall be achieved by transcending geographical, academic and institutional boundaries" (University of Oslo, 2010, p. 5). The UiO, 28 new strategies will priorities these focus areas to implement these goals:

- A university in pursuit of quality

- Social responsibility, solidarity and the environment

- Breadth and cutting edge

- UiO as a place of learning

- People first

These goals include recruiting policy, academic selective strategic partnerships, research training for doctoral considerations, courses with an international scope, international field work, and a graduation requirement for certain majors (2010).

A second source of literature for the University of Oslo is the *Global presence- global responsibility is the UiO's action plan for internalization 2012-2014* that illustrated the universities direction with internationalization. The University of Oslo's efforts and position looks very promising demonstrating their commitment towards making the strategies of 2020 available. Furthermore the University of Oslo's action plans contributes to the realization of the university's ambitions and has defined 26 targeted initiatives that in turn link to the strategies defined in strategy 2020 which relevance is particular relevance to a leading international research university (2011a, p. 3).

The initiatives work to help ensure that the strategies will be employed by 2020, but also aim to help with the global challenges that will not just focus on the Nordic countries but collaborations outside of Europe. The UiO's action plans, objective fall in to five categories:

- Stronger Internationalization

- Global Challenges

- Strategic Collaboration

- International Programs

- Competency and Capacity

The University at Albany has recently developed new policies and objective strategies for the next incoming years. These strategies include a more international perspective to the curriculum, where foreign language acquisition courses will be accessible such as English,

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French and Spanish. Foreign languages are a way to attract foreign students to study at the University at Albany; the idea is that it will provide a more international approach to humanities and social science courses, which will increase classroom collaboration. University officials are going abroad to expand and build new partnerships with other universities. The policies and demands from higher education executives to increase the number of international collaboration to generate profits are imminent. For instance, this document displays different regions of the world where recruitment is in high demand. Strategies include, developing SUNY students to be competent, experienced and skillful enough to compete in a global labor market. According to the State University of New York (2010) SUNY breaks down, the publication in three ways:

- SUNY Diplomacy

- Open SUNY

- Building global talent pool

- These efforts are put in place to strengthen foreign diplomacy relations.

Chapter 4 Discussion

An international presence has been an essential feature in a number of industries but currently it is the main trend in academia. The connection between universities has had a greater impact on academics, logistics and agendas. Higher education allows for scholars to increase their intellectual capacities, where students go to further their careers aspirations and feed their hunger for knowledge. It has become a realm for capitalistic motivation and/or quality reformation. International education is helping connect the world but increasing cultural understanding and collaboration. I will conclude that internationalization has been a positive factor for the University of Oslo and the University at Albany, due to the benefits it yields.

My data finding includes economic advancements, academic motivation, political reasons and cultural understanding. My information demonstrates the roles that the UiO and the University at Albany have with internationalization and how they seek to obtain it.

4.1 Results of my findings

1. What are the rationales behind internationalizing in higher education in Norway at the University of Oslo, and in the USA, at the University at Albany? In the course of searching for adequate findings and answers, I made sure I broke it down, in to two sections; one composed for the University of Oslo and the second for the University at Albany. By dividing the rationales between the two universities, I was able to evaluate specifically what rationales are involved. Research was obtained from literatures and conducted interviews. It allowed me to discover how different each university operated. I found that both universities are aiming towards the recognition of being top global universities. The UiO and SUNY Albany have two different forms of government, the USA being a capitalist democracy and Norway a social democracy. Norway's social democracy is concerned with the welfare of the public. In the case for the UiO, they want to improve their academic reputation and bring the world to their university. The University at Albany wants students with the intellectual means that will improve the quality of education but can also pay the out of state tuition that they currently have in place.

Both universities share some of the same objectives for internationalizing their universities but have different goals. Academic quality and the creation of a global student society on campus are major goals for both universities. The University of Oslo is one of the few tuition-free institutions left in the world but what is more significant is that it is also complimentary for foreign students. This reflect the Human Right based theory "Everyone has the right to education….higher education shall be equally accessible to all on the basis of merit." (United Nations, 1998). What is remarkable with the UiO is that they have student grant program for students from developing nations to cover their student's expenses. This is a feature that can create skilled workers for developing nations, the UiO demonstrates an egalitarian perspective; also creating better foreign relations internationally which is essential for the nation.

In the United States, the capitalist nature has also influenced higher education. As I mentioned in previous chapters, the benefits of hosting international students and faculty members are the potential revenue that can be generated. In the 2011 to 2012 academic year, international students contributed an estimated $ 21.8 Billion to the American economy (O'Connell, 2013). Capitalism has had an influential affect for certain industries like health care, now it has a major role on the basic human rights on education. The advantage that UAlbany has is that they do attract the brightest minds from around the world, creating a wealth of knowledgeable pupils on campuses. To recruit students from abroad that can strengthen academic programs, where domestic students may be weaker. The promotion for competition and peer education on campus becomes a solid blue chip stock for universities. The University at Albany is a prime example of having a strong academic culture with an international presence, with faculty members from around the world and international students working with domestic students creating a dynamic learning environment.

The production of skilled workers and job creation is a major agenda for SUNY Albany. For example in the case for Silicon Valley, it has served as a model that SUNY is trying to replicate. Silicon Valley established many technology-based corporations that were founded by former international students and contributed a major boost to the U.S. economy (Dunnett, Leventhal, Sillner and Wood, 2011). The rationales are quite clear for the University at Albany, establishing themselves to be one of the key destinations for international scholars by providing international research projects and making the

university not just suitable for domestic students but for all students from around the world. By generating revenue from international students, the university can improve the experience for all students and establish more scholarships and grants to help domestic students get the opportunity to go overseas.

Moreover, cultural identity, intercultural exchanges and citizen development are factors that fall under the social/ cultural category. Based on the internationalization theory the understanding of foreign cultures and connection between universities from outside nations to add international perspective is the objective in higher education. These factors are significant for both universities in the development for the creation of skill workers and cultural heritage. Becker argues that better skilled workers translate to better economic production for a more job creation (2006) and I completely agree because no nation is successful without efficient labor force. The UiO has allowed me to learn about other cultures and customs but to understand and collaborate with Norwegian people. The theory of internationalization in higher education does so much more than connect entities internationally; it improves and develops cultural understanding and exchanges. This is another way of building foreign relations where the host university displays a dimension of their culture to foreign visitors. This also helps institution's solidify their cultural knowledge, awareness and identity.

Additionally for both universities, many of the former international students contributed to the host city's diversity. For instance, the city of Albany in New York State had seen the demographics for the city changed because of the international students that were able to get employed after earning their degree at universities in the area. This has helped in the development of the capital region with major corporations like General Electric and universities in the area.

The University of Oslo has seen a major boom in their economy for various occurrences but undeniably one of the main successful factor fall under foreign skilled workers. Today the demographic population in the city of Oslo is increasing with people from all continents, with a percentage coming from the Universities of Oslo. Higher education is a major contribution to the economy and the diversity to the population. Many international students studying in Norway have adopted the culture; contribute to development of diversity and the open-minded society. This can be a tool that can help eradicate any prejudice and be a factor in the building of a peaceful society. The Universal Declaration

of Human Rights entail that "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status" (United Nations, 1998). Amplifying that Cultural understanding and diversity is a major resource that defines the wealth of this nation.

The rationale model by Knight, does apply for both universities in terms of internationalization. What distinguish both universities are there priorities for the rationales. From the interviews conducted, I gathered data that develop an order in the priority of interest by both universities. For the University at Albany the order of priority will go as follow: economic, political, social, and academic. For the UiO, it will imply the counter opposite, where academic, social, political and economic. These observations also have been developed according to the strategies and objectives from policies obtained that illustrate the goals to be accomplished and responses from interview.

Figure 2: Priorities of the Universities.

University at Albany	Economic → Political → Social → Academic
University of Oslo	Academic → Social → Political→ Economic

2. With the use of effective strategies, How and to what extent universities internationalize themselves? The scope of expanding internationalization encompasses international programs and the curriculum by the institutions. I came across strategies for both universities that make it easier for international students to attend and recruit them. What I found, between both UAlbany and the UiO, was that both universities have

recently put in place new strategies and international initiatives to extend their international partnerships.

The University of Oslo, aims to put a greater emphasis on increasing international collaboration, other than setting up policies they put actions in to words by introducing new educational programs that will have an international scope such as having field projects away from Norway, having more foreign professors and staff members. The University of Oslo states, "The document contains 28 specific strategies for creating a better university. Some of the strategies are concrete actions, whereas other will require cultural changes" (2010, p. 3). The UiO also establish new recruitment plans to research different demographic regions throughout the world (2010). Contribution from the international office also helps international students make that transition of studying and living in a unique place like Norway possible. The international office always had cultural events and opportunities for domestic students to meet international students and faculty members. One of the main purposes of having an international presence on campus is to encourage Norwegian students to study in a different country by studying with international students.

The University of Oslo has come a long way in the past decades with diversity agendas; it has eliminated roadblocks and established extensive partnerships around the globe. The UiO has also created solutions and opportunities to allow external funding and also provides opportunities for international students to apply for grants and funding in Norway (if students meet the required qualifications). Research projects are a major deal for establishing an international presence academically and it is a fundamental goal of the university. The UiO is currently attempting to further establish proper partnerships to increase quality and become recognized as a top university with an international compass.

The University at Albany has been more than involved in increasing the level of internationalization on campus by establishing new policies and goals. Their vision for the university is deeply rooted in their policies, which prepares competent graduates to work globally. The theory of internationalization has been a core endeavor for universities, where academia is the product that extends to multiple entities internationally but also by connecting all the stakeholders involved and producing a global knowledge system. The article by the University at Albany can be broken down to academic offering, recruitment, and global partnership with other ranking institutions. The Number of international

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students on campus has been stable and steadily growing with 1,294 in 2011 to 1,445 in 2012 (University at Albany Office of International Education, 2012). The number of international students on campus has increased due to the concerted effort of the university to create international programs as well as providing foreign language courses. The developing of the Nanotechnology program also achieves to attract global students, currently it is ranked in 1st place around the world. The University at Albany is serious about cultivating a campus that models the modern world, as well as producing graduates that will contribute to the rest of the world.

4.2 Factors of internationalization

Through my research I found information to further discuss the relationship between factors of internationalization for both Universities used in this study.

A) Economic

Economic factor is the factor that is often highlighted the most. Despite the order of priority between the UiO and UAlbany, funding is a major goal that international students can produce. The University of Oslo may be a tuition- free institution but they do benefit financially by increasing their international collaborations. International students, staff and faculty members contribute to the host university and city by spending money that goes in to the overall economy. Non- Governmental Organization invests funds for international projects, Student semester fees, and academic programs to help increase the internationalization.

In reality, the limited budget falls on the policymakers responsibility with U.S investing all backwards with only 3% going to education in 2012, in comparisons to 25% to the U.S military (Chantrill, n.d., Graph 1). It is quite alarming, when the objective is to improve the financial state but buying more weapons is not going to increase skilled workers, entrepreneurships, or improve the economic situation that it currently holds. An adjustment towards the investment of higher education can eradicate class divisions and improve society.

Figure 3: Federal Outlays for Fiscal Year 2012- National Budget.
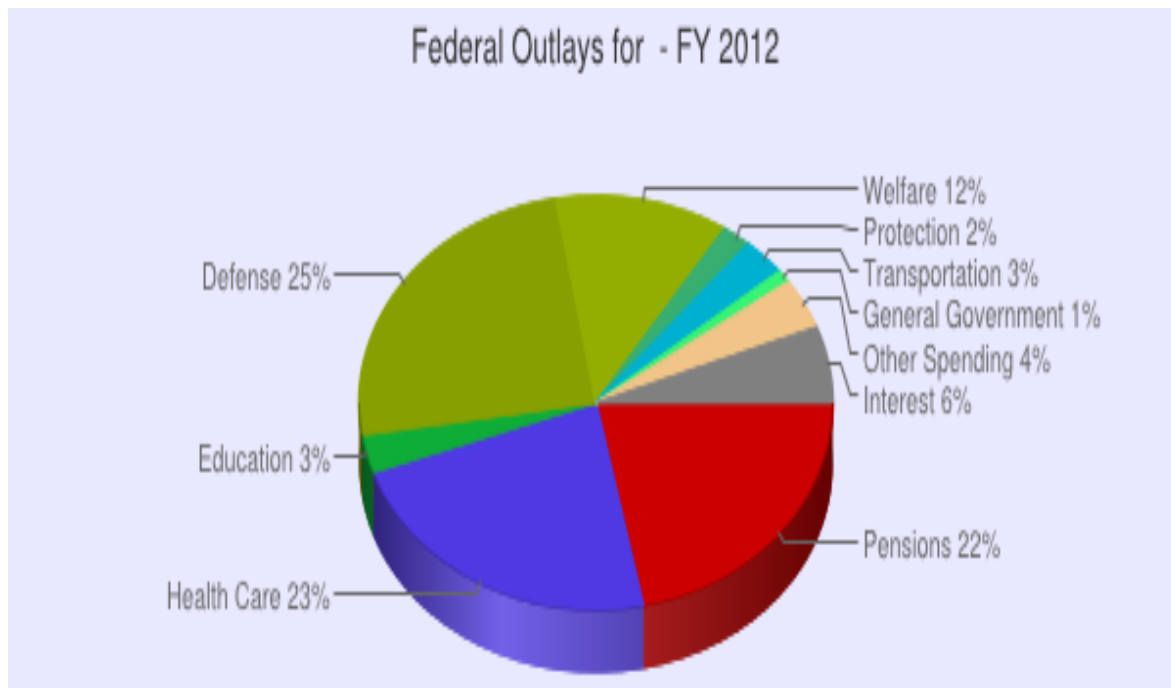
Source: Chantrill, n.d., Graph 1.

At the University at Albany, it's a major industry that continues to grow. The cost of international students tuitions is almost double than students that are residents from New York State. Stakeholders benefit from internationalization with international students daily living expenses, financial activities like banking and tourism. These programs generate funds to create subsidize programs that allow institutions to invest in more opportunities from enrolled students.

B) Political

I found that the political factor is essential in partnership building for universities. This factor involves foreign policy (for example student mobility, student visas and work permits), national as well as international identity, also peace and mutual understanding. National and Institutional policies rely intensively on this factor to implement future agendas and university partnerships. International students work as reflective images of their nations, this is a form of diplomacy where nations work together and collaborate with another to allow foreign student share one classroom. The political dynamic helps increase the global understanding and helps

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programs like the ERAMUS occur and grow. This allows for the stream of international students to continue flowing from university to university and from nation to nation.

C) Social / Cultural

This factor concentrates on the importance of inter-cultural understanding, foreign languages and customs. What I discovered is that higher Education is connecting our shirking planet and making international students experience societies abroad. Internationalization is a positive feature that helps eradicate certain misconceptions of foreign cultures. The social factor in making our world spin in a way that all nations work together to attempt to improve our modern world. For the University at Albany and University of Oslo, they want to prepare students for a global labor market by exposing them to other international students from diverse backgrounds.

D) Academic

The objective of the academic factor is correlated to the role of higher education. It explains how internationalization affects academia at the university level. For instance, with universities collaborating with another to establish academic standards and international curriculums, they demonstrate how universities create a flow of global knowledge. Associated with the concept that internationalization is a positive instrument that improves the quality in education and serves as a tool to build university recognition. Academically internationalization is a positive aspect, where global competition and knowledge competence improves universities. My research explains that the academic factor is an extension of education horizon; it serves as an institutional building and enhances the quality.

4.3 Stakeholders

What I found in my research is that every stakeholder has a prominent role that impacts each step in internationalizing universities around the globe. According to Teferra and Knight "The national –sector level, all policies that impact or are impacted by the international dimension of education are included. They can involve policies related to foreign relations, development assistance, trade, immigration, employment, science and technology, culture and heritage, education, social development, industry and commerce, and other" (2008, p. 26). Indicating that internationalization has a role that can impact many other dimensions not just in higher

education but how societies and nations cooperate with each other. In a political sense the University of Oslo and University at Albany have to work with each other or else it will not be possible for international partnerships and research projects to occur.

The impact of education without borders has been evident with the boom of a global perspective in the last few years. The whole dynamic of higher education has shifted to a global competence and competition between universities. The quality and access of academia has evolved with preparing students for a more connected world by developing them to think more intellectually and preparing them for a global labor market. The OECD explains "Student mobility has been policy driven in Europe and demand driven in Asia- pacific region, while North America has mostly been a magnet for foreign students" (2004, p.1). American universities are still lagging behind with the rate of domestic students going abroad in comparison to Europeans students. Perhaps because European nations are all next to each other (Idem).

The roles correlate to the rationales and the strategic goals of the university. The stakeholders at the University at Albany express their objective and how it will impact all their stakeholders. They know that international students are highly valued because they improve the different areas of internationalization for the University. Furthermore, with the influx of a growing international presence at the university, I found that the university has improved the quality of academics, student programs, diversity groups and more international opportunities (with more scholarships and grants available) for domestic students.

Table 6: Higher Tuition for Foreign Students.

Stakeholders	Higher Tuition for Foreign Students			
National	More Foreign Relationships	Partnerships with nations; diplomatic or	Economic boost and Skill Workers	Foreign perspective and diversity
Institutional	Improvement in the Facilities and Campus	Improvement in Academic Offering	More Partnerships with Universities and Internships	Better programs for all Students

4.4 Limitations

Time management was an important factor that arose frequently in the study. The distance between the two nations and the availability of my participants made it difficult. The time frame to finish the research thesis was quite limited as well, with only two months to conduct fieldwork and interviews between two continents, time was of the essence. In those two months of fieldwork, transcription and data collection were also part of it. The pacing of time, conducting research and writing were vital; it can also influence your progress. Scheduling of respondents had to be done with efficient time as some individuals had time limitations.

Regarding the UiO, the greatest challenge was scheduling and identifying the right participants. Many of the individuals contacted decided not to even engage in the study. Being persistent through E-mail was the reason it was a success on attaining the accurate participants for my study.

In addition, my limited proficiency in the Norwegian language posed a challenge seeking documents and scholarly articles. The University of Oslo and past scholars from the UiO were

comprehensive in regards on providing scholarly Articles in English and statistics for the UiO. But not being able to obtain all the literatures due to lack language makes me wonder if I missed out on any constructive information.

Furthermore Internationalization is such an enormous topic it lacks one solid direction or definition. It important to understand that internationalization is emphasizes differently and looked at diversely from every angle involved. The interpretation of internationalization has evolved with time and each researcher views it differently. I agree with Teferra and Knight on how different the internationalization is defined;

"For some, it means a series of international activities such as academic mobility for students and teachers; international linkages, partnerships, and projects; new international academic programs; and research initiatives. For others, it means the delivery of education to other countries through new types of arrangements such as branch campuses or franchises, and using a variety of face-to-face and distance techniques. To many, it means the inclusion of an international, intercultural, and/or global dimension in the curriculum and teaching/ learning process." (2008, p. 13) Regardless internationalization has been a dynamic factor for the change for higher education worldwide.

Chapter 5 Conclusion

In the process of exploring the rationales behind what makes internationalization occur in higher education, I had to research two universities from two distinctive backgrounds from two different hemispheres. This allowed be see the angles and objectives behind both universities. The study presented economic, academic, political and social/cultural aspects that reflected strategic agendas by the University of Oslo and SUNY, University at Albany. The study also examined the relationship between how universities and nations collaborate hand in hand to make international collaboration work.

Although in this study I spoke directly about the rationales and strategies of internationalization, my objective was to bring awareness on how higher education can be easily looked at as another profit based industry. The comparison between the University at Albany and University of Oslo, display two universities that have the same target to increase global exposure but the efforts are done so diversely that it reflects questions on what are the institution main agendas.

A) University of Oslo - Norway

From my findings, the University of Oslo has been student centric with an egalitarian approach towards internationalization. Of course the main objective is to increase foreign students and faculty/staff member to mirror our planet's diversity on campus. As I mentioned before in previous chapters, international students and professors are a common denominator on improving the quality of academia by providing a global scope in the coursework. The research revealed that many Norwegians do not study abroad but study in a different city in Norway, so the UiO's objective is to bring the world to the university. That makes the efforts to attract international students to increase international partnerships and research projects a primary goal.

Foreign student are recruited and educated in Norway but are immediately supposed to head back to their respective countries to create a brain gain, where they build skilled workers for developing countries to have an opportunity to expand education in their home countries. I believe that the University of Oslo's rationales display the true foundation of international education, where the rationales and strategies are more concerned with making higher education equitable to the global academic society. Preparing students for a more

multicultural world and exposing them to people from foreign countries will prepare those students for the global work force.

In comparison to other Scandinavian universities, the University of Oslo is still one of the few universities to keep universities tuition-free with a small fee for all students enrolled. Although in November of 2014, the Norwegian Government has anticipated to introduce a new policy to implement tuition to international students not part of the European Union (The Nordic Page Norway, 2014). As I mentioned in my findings Swedish universities just began implementing tuition costs to foreign students as well as Danish institutions. Internationalization has had a positive relationship with the UiO because it has increased the rate of diversity on campus. Second, it has improved international ranks and recognition among universities.

B) SUNY, University at Albany- USA

Education in the United States bares a heavy price tag and can be seen as a luxury, especially for international students. The main concern rose when analyzing universities in the United States operating higher education partnerships like business ventures. Higher education is view as fundamental factor on the development of society but funding is diminishing and universities are forced to generate more revenue and treating student as clients. The University at Albany offers affordable public higher education but the cost for in-state students has risen and the cost for internationalization has increased tremendously because of lack of government and municipal funding to the State University system.

It is apparent, that it is expensive to maintain higher education programs, facilities, student grants and faculty/staff that provide the services to keep universities running. My intentions is to get the attention of policymakers to prohibit budget cuts on higher education and increase other avenues of investment in education, so more individuals have the accessibility to attend universities in the United States.

The Norwegian public higher education system as an example, invests enough in their public education system because they view education as a fundamental factor in the development of their society for a greater tomorrow. In this comparison between two universities that do have two different governments, one thing is clear, if you do not invest in your citizens, then your citizens can't produce a better society to live in.

5.1 Overview on the implementation of internationalization

At the end of my research, the rationales and the strategies for internationalization were clear. The economic factor has shown as the most significant of all the factors by both universities. The potential of generating revenue has revolutionized higher education on how they maintain and run programs on campus. The increase tuition cost is not to make a profit but to create revenue subsidized programs that will help maintain resources available for students. The cost of higher education is an issue and is directly affected by the lack of government funding for the University at Albany. The U.S. budget for education should be revised and modified to increase the four percent funding amount for education versus the 30 percent the U.S. spends on the military.

That has forced universities to look for alternatives to fund and maintain the quality of their institutions. Universities used to rely on the budget offered by the government but the rise in the cost of higher education hurts universities to fund academic and student programs. This has made universities look for other ways to cover those costs by implementing business plans and initiatives to create revenues where institutions can maintain programs and their facilities. The burden for universities to produce profits has steered them away from their objective to improve the quality education to business department focused strategically on how to maximize every possible profit. They are not solely motivated by financial gain instead; they want to improve academia and external relations but the lack of financial provision alters the direction of internationalization. Considering the findings from my research I have concluded that international education is catalyzed by an inter-play of rationales, cultural competency, global knowledge, a national scope, international integration, governments and strategies.

The UiO, mostly funded by the Ministry of Education and the Ministry of Foreign Affairs of Norway, has alternative ways to increase funding and create more programs. There are contributions from the Norwegian government to support projects with connections to developing nations in Africa, Latin America and Asia. As well as, the collaborations with Norwegian development agency to receive external funding for research projects and programs like NORHED (NORAD) and NORGLOBAL. The quota scheme is another funding program that offers students from developing nations the opportunity to study at the

UiO. This program is made to benefit foreign student's home country by taking those skills and applying them over there (University of Oslo, 2014). My argument is that the University of Oslo is a solid example to all universities by being the last tuition- free university in the world for all students. Their egalitarian university reflects their nation that comes from being funded by Norwegian tax Kroners that helps the world spin at a better position by making education accessible to everyone.

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Appendices

Appendix A: Interview Guide

Thesis Title:

Rationales and strategies of Internationalization in Higher Education: a comparative study of the University at Albany and he University of Oslo.

Institution:

University of Oslo (Norway)

Department:

Educational Research

Program:

Masters of Philosophy in Comparative and International education

Researcher:

Remysell Salas

Research questions:

1. What are the rationales behind internationalizing in higher education in Norway at the University of Oslo, and in the USA, at the University at Albany?

2. With the use of effective strategies, I will address how and to what extent universities internationalize themselves?

Interview guide:

1. How do you perceive internationalization in Higher Education?

   Follow up questions:
   - To what extent is your higher education program internationalized?
   - How do they plan to enhance internationalization?

2. Who are the stakeholders involved in the internationalization efforts and to what extent?

    -   How do they collaborate with one another?

3. How important is the impact of student mobility programs in the internationalization process of higher education?

    - What are the biggest programs involved at your university?

4. How are stakeholders developing better funding methods for students to be able to study abroad?

    - Are there any partnerships involved?

5. What are the values of having foreign students, foreign academic staffs or even foreign faculty members?

6. Usually from what region of the world has the highest rate of enrollment of foreign students on campus?

    -   What are the reasons, these areas are more recruited than other regions of the world?

7. Indicate what kinds of strategies on campus are put in place, to promote integration between domestic and international students?

8. What are the strategies being established to help more students, go abroad?

9. With the rate of international students increasing annually, how will this impact the enrollment rate for domestic students?

10. With the collaborations of multiple cultures and customs in higher education, would this help eradicate negative foreign associations?

- Help with misconceptions of foreign cultures?
- Will this be the answer for a better tomorrow?

11. Will Internationalization cause a universal higher education system?
    - Increase Westernization?

12. Can you envision, the impact that foreign student will have on higher education in the future? And How?

Appendix B: Disclosure Statement

Remysell Salas
Master of Philosophy
Comparative and international Education
University of Oslo (Norway)

Disclosure Statement

Thank you for considering in participating in my research study. In order to help you make an informed decision, I have prepared this statement for you to read. Please review this statement entirety and sign it in the space provided below. If you have any questions or concerns, I would be pleased to discuss them with you.

As respondents to the study, you have rights and as the researcher I want to inform you of those rights.

a. Interviewee 's confidentiality: if the interviewee wishes to keep their name or other personal information private. Interviewees have the right to request to keep certain information confidential.
b. Any sensitive information they wish to keep out of the research also can be granted.
c. Any information the respondent needs from the researcher for verification purposes will also be granted.
d. I will also let the respondent know when they are being recorded and any past recording of their own interview can be obtain at any time.
e. I will also make them aware that any audio or video recording will be destroyed after thesis is published.

If you should have any questions or concerns, please do not hesitate to bring them up. My goal is to have a positive and productive interview process. I will give my utmost effort to help accomplish these goals.

I have read this disclosure statement and understand its content. I also acknowledge receiving a copy of this statement.

Signature:_____

(Responsible party if client is a minor)

Date:_____

Counselor's Signature:_____

Date:_____

Source: Docstoc, 2011.