



EdD in Educational Leadership

POLICY CONVERGENCE, DISCONNECT, AND SILENCE: A CASE STUDY ON THE
FRAMINGS AND IMPACTS OF INTERNATIONALIZATION ON THE EXPERIENCES OF
INTERNATIONAL MPA STUDENTS IN CANADA

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By

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ABSTRACT

Background: I am a white settler who grew up in rural Saskatchewan. Since 2009, I have been employed at the University of Saskatchewan (USask) in a student support position with the Johnson Shoyama Graduate School of Public Policy.

Problem of Practice: The framing of internationalization has come under scrutiny as it relates to international student recruitment, and several scholars are calling for a reframing towards a more ethical form of internationalization that is not dominated by a strategic or competitive discourse. Further, recent research indicates that contrary to what federal and provincial internationalization strategies suggest, international students are not transitioning seamlessly into desired employment in Canada upon degree completion, and there is a gap in supports to assist this transition. To address this gap, there is a need for additional research to allow institutions to better understand the experiences of international students and to implement change and support where needed to assist in this transition.

Purpose: This study provides a voice for international Master of Public Administration (MPA) students on their experiences in Canada. The research is interpretive and examines how narratives within policy documents are presented in addition to examining how the framing impacts international MPA students during their study and upon degree completion. The research is also exploratory as it provides practical recommendations for how post-secondary institutions can support graduate students, both during their program and upon degree completion, including the transition into employment in their field of study. The overarching question that guides the research is how are the framings of internationalization within the Canadian, Saskatchewan, and USask internationalization strategies impacting the experiences of international MPA graduate student during and upon degree completion?

Methods: The Problem of Practice took a policy evaluation approach using a qualitative case study methodology with the methods of document analysis, semi-structured interviews, and researcher memos.

Findings: There are three overarching findings from the document analysis of the internationalization strategies – policy convergence: strategic framing; policy disconnect: student to labourer to resident; and policy silence: lack of anti-oppressive themes and Indigenous Peoples. The findings from the interviews include a logic model that outlines the experiences of international MPA students in Canada, highlighting the importance of the Executive Internship

program for employment transition, the need for a wide range of programming and supports to assist the diverse group of students entering the program, and the importance of providing education on Indigenous Peoples in Canada. The findings from the strategies were then compared to the interviews, which resulted in several implications.

Practice Implications of Inquiry: Implications to theory include the use of social cartographies to expand the logic model framework to pay attention to the unintended outcomes of internationalization. Implications to educational leadership include utilizing guiding question in strategy development that takes into consideration the goals of international students and the voices and history of Indigenous Peoples in Canada. Implications to practice include incorporating recommendations from international students and utilizing theories of change to identify questions to consider within MPA programming and supports. Implications for research draw attention to the policy silence around Anti-Oppressive themes and Indigenous Peoples in Canada.

Key Words: internationalization, framing, international student success, international education policy, graduate student employability, social cartography, student supports, policy evaluation, logic model.

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DEDICATION

To all the JSGS students I have worked with throughout the years. The persistence and resilience you have shown is admirable. My upmost thanks to the nine MPA alumni who volunteered their time, insight, and experience to make this research study possible.

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PAPER ONE: INTRODUCTION AND BACKGROUND

In 2023, Canada hosted over one million international students at all levels of study, which was a “29% increase in international students in Canada from 2022 to 2023” with a “63% growth over the previous five years and more than 200% growth over the last decade” (Canadian Bureau for International Education, [CBIE] n.d.). CBIE further reported that “72.5% of international students plan to apply for a post-graduate work permit” and that “60% of international students plan to apply for permanent residence in Canada” (CBIE, n.d.). These numbers indicate that international students are not only coming to Canada to study but that they want to remain here after their studies long-term. As well, post-secondary institutions are recruiting high numbers of international students, and the federal and provincial governments are seeking skilled labourers to meet the Canadian labour shortage (Brunner et al., 2024). However, the framing of internationalization has come under scrutiny as it relates to international student recruitment, and several scholars are calling for a reframing towards a more ethical form of internationalization that is not dominated by a strategic or competitive discourse (Beck & Ilieva, 2019; Buckner et al., 2023; Guo & Guo, 2017; Knight, 2013; Ramaswamy et al., 2021; Stein, 2021; Stein et al., 2019). Further, research indicates that contrary to what federal and provincial internationalization strategies suggest, international students are not transitioning seamlessly into desired employment in Canada upon degree completion, and there is a gap in support to assist this transition (Scott et al., 2015; Trilokekar & El Masri, 2017). To address this gap in support, there is a need for additional research, like this study, to allow institutions to better understand the experiences of international students and to implement change and support where needed to assist in this transition.

This research study provides a voice for international students on their experiences in Canada. First, I examined and mapped the framing of internationalization in policy documents at the federal, provincial, and institutional levels to understand the discourse of internationalization in relation to the recruitment of international students. The research is interpretive and examines how narratives within policy documents are presented in addition to examining how the framing impacts international Master of Public Administration (MPA) students both during their study and upon degree completion. Then, I conducted semi-structured interviews with nine MPA alumni from the University of Saskatchewan (USask) to better understand how the framings of internationalization within these documents are impacting the experiences of international MPA

students in Canada. The research is also exploratory as it provides practical recommendations for how post-secondary institutions can support graduate students' both during their program and upon degree completion, including the transition into employment. The organization of the dissertation includes Paper 1: Introduction and Background to Problem of Practice, Paper 2: Literature Review, Paper 3: Research Design, Paper 4: Findings, and Paper 5: Discussion and Conclusion.

Researcher Background

I am a white settler who grew up in rural Saskatchewan. Currently, I am the Manager of On-Site Graduate Programs with the Johnson Shoyama Graduate School of Public Policy (JSGS), USask where I have been employed since 2009. Working in an academic unit has allowed me to gain extensive experience and knowledge of the entire student lifecycle and the opportunity to work closely with a diverse student body. This opportunity has provided me with a greater understanding of the student perspective as I work closely with international students, who share their experiences with me. During this time, I have witnessed international students encounter language, social, financial, academic, and employment barriers. These experiences drew me to this study. As an institution that actively recruits international graduate students, we have a responsibility to better support students before arriving, during the program, and upon degree completion at USask that could also be utilized across other Canadian post-secondary institutions.

Researcher Paradigm

My position as a researcher, student, and staff member on campus needs to be unpacked as it dictates the way I approached the research study and highlights my view of reality, knowledge, and values. Ontology asks, "what is the form and nature of the social world" (Waring, 2017, p. 16). Responses exist on a continuum from realism to constructivism where realists would argue that a "singular objective reality exists independent of individuals' perceptions," whereas constructivists would argue that "reality is neither objective nor singular, but multiple realities are constructed by individuals" (Waring, 2017, p. 16). When considering ontology within these two extremes, I align with a constructivist viewpoint and believe there are multiple realities. The research examined how international MPA students experience internationalization, and the experiences of individual students are unique. To move forward in

the best way possible, multiple realities need to be acknowledged and drawn upon to examine the complex phenomenon of internationalization.

Essential to gaining knowledge is the recognition of how it might be obtained. Epistemology asks, “how can what is assumed to exist be known” and “the corresponding epistemological position to realism and constructivism would be positivism and interpretivism” (Waring, 2017, p. 16). From a positivist view, knowledge is possible through direct observation, whereas from an interpretivist view, “knowledge is developed through a process of interpretation” (Waring, 2017, p. 16). My epistemological stance aligns closer with interpretivism as I am interested in the variances in perceptions of individual international students and give relevance to each as knowledge is influenced by each subjective experience and socially constructed.

Finally, the values a researcher holds are key to the research as values dictate both conscious and unconscious choices. Axiology asks, “what is the role of values” (Creswell & Poth, 2017, p. 21) and for qualitative researchers, values are key to the research and must be openly acknowledged. For the past 15 years, my career has been extensively focused and dedicated to supporting graduate student success. Working with graduate students has provided me with a sense of purpose and meaning for the work I do. I am committed to advocating and making the needed changes to enhance the experience for all graduate students. My stance as a researcher and the values I hold are openly acknowledged throughout as they influence and are part of the research.

Looking back at the onset of this study, my approach holds a liberal orientation to this study. While this approach came from a place of concern and care and the desire to best support students, I highlight in Paper Five further self-reflection and growth over my research journey. This self-reflection disrupts my initial approach and begins to question and draw complexity and complicity to my own role in the internationalization of post-secondary education.

Key Concepts Related to the Problem of Practice

The Doctor of Education (EdD) in Educational Leadership program first asks individuals to approach and then seek to solve a Problem of Practice (PoP) within their profession. When addressing PoP, several key concepts must be met. PoP enable researchers to challenge “questions of equity, ethics, and social justice to bring about solutions to complex problems” (Carnegie Project on the Education Doctorate, n.d.). To approach these complex problems,

researchers must “blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice” (Carnegie Project on the Education Doctorate, n.d.). Ultimately, the work is “grounded in experience, day-to-day realities of practice, and the drive to address specific, concrete issues of practice” (Belzer & Ryan, 2013, p. 197). PoP must meet the requirements of being a persistent problem, contextualized, and when addressed, will improve the situation (Leach et al., 2021). This PoP is persistent in that there are ongoing tensions around the framing of internationalization and the experiences of international students in Canada. The PoP is contextualized as it specifically examined how international MPA students at USask experience internationalization. As well, the PoP is on a specific issue that aimed to better understand how the narrative in documents impact and translate into experience.

In addition to meeting the key concepts, a PoP must be adequately identified, defined, and framed to fully understand the issue and the potential causes (Leach et al., 2021). First, PoPs are identified as a priority to the institution and are often tied to strategic goals (Leach et al., 2021). Internationalization, including the recruitment of international students, is a prioritized strategic goal of USask. Second, the issue must be defined, which includes justifying “the gap between the current state and the ideal” (Leach et al., 2021, p. 2). There is a gap in supporting international graduate students transitioning into employment post-graduation in Canada. Third, the framing of a PoP requires examining the broader context and “the potential causes of the issue as well as individual assumptions and lenses that may influence the development of the frame” (Leach et al., 2021, p. 2). The broader framing of internationalization is a complex phenomenon that does not have a simple solution and is debated and influenced by individual perceptions. The key to a successful PoP is that evidence must be used to frame PoPs and should include “multiple modes of evidence, including secondary, primary, and/or anecdotal data in addition to relevant literature” (Leach et al., 2021, p. 2). This research study analyzed public-facing internationalization strategies to frame the PoP, collected empirical data through interviewing, and included researcher journaling.

Contexts Pertaining to the Problem of Practice

The contextual considerations of internationalization in post-secondary education are vast. Ultimately, “schooling and education are not neutral; they are part of a larger national history and the current political and social environment” (Ravitch & Carl, 2019, p. 26), and examining this context is key to the further understanding internationalization. As well, the

framing of internationalization is influenced from multiple contexts and levels (King, 2020). Therefore, examining the context in which this PoP resides across the macro-, meso-, and micro-level contexts will be outlined next.

Macro-Level Context: Canadian Post-Secondary Education Environment

The macro-level context of this PoP includes the broader Canadian institutional environment in which USask resides. Although Canada has over one million international students studying in Canada across all levels of study, only 2% of Canada's students (or 17,815) are studying in Saskatchewan (CBIE, n.d.). USask is a larger university within western Canada, and the proportion of international students at USask is approximately 15% across all programs. International students make up approximately 37% of USask graduate students currently enrolled. Provincial governments have jurisdiction over post-secondary education in Canada, and the federal government, though not directly involved in education, exercises jurisdiction over other areas such as immigration and economic development, significantly impacting post-secondary education (Johnstone & Lee, 2014; King, 2020). This shared governance means that international students are "at the nexus of federal policy on immigration, provincial policy government funding, and institutional policies" (Sabzalieva, 2020, p.vii).

Meso-Level Context: JSGS Organizational Environment

The meso-level context of this PoP includes the organizational environment of the academic department within which the MPA program resides. JSGS was established in 2007 as a joint interdisciplinary policy school between the University of Saskatchewan (USask) and the University of Regina (URegina). JSGS consists of three branches: USask campus, URegina campus, and the Executive Education unit. Through the USask and URegina campuses, the JSGS provides graduate-level programming and offers seven graduate certificate programs, four master's programs, and a PhD program. Through the Executive Education unit, the JSGS offers governance and leadership programs.

The flagship program, and the program with the highest number of international students, is the on-site MPA program, which is designed to prepare future public servants. Over the past nine years, the MPA program has seen a steady increase in the proportion of international MPA students in the program from approximately 42% in 2015/2016 up to 65% in 2023/2024. Consisting of ten core courses and two elective courses with an optional eight-month executive internship, the MPA is a course-based professional program. Currently, the core MPA courses

include JSGS 801 Governance and Administration, JSGS 802 Public Finance, JSGS 805 Economics for Public Policy Analysis, JSGS 806 Public Policy Analysis, JSGS 807 Statistics for Public Managers, JSGS 808 Ethical Leadership and Democracy, JSGS 838 Public Sector Financial Management, JSGS 882 Strategic Management in the Public Sector, JSGS 891 Public Policy Professionalism, and JSGS 892 MPA Capstone Class. The MPA program is guided by institutional policies and processes as well as the influence of the provincial government's priorities. This influence includes both the provincial funding to universities but also the MPA program prepares future public servants, and the provincial government is often the hiring body of graduates of this program.

Micro-Level Context: Stakeholders

The micro-level context of this PoP includes the stakeholders that are involved in the MPA program. One definition of a stakeholder is “any group or individual who can affect or is affected by the achievement of the organization’s objectives” (Freeman, 1984, as cited in Austin & Jones, 2016, p. 42). There are several internal and external stakeholders involved at JSGS. Internal stakeholders include leadership, faculty, staff, students, and alumni. External stakeholders include the federal and provincial government, community, and prospective students. The stakeholders that were examined within this PoP are MPA alumni.

Policy Evaluation Approach to Inquiry

Within the EdD program, students were asked to select an approach to their inquiry that was appropriate and relevant for their chosen PoP. The approaches to inquiry that were offered as options included organizational improvement plans, action research, and program evaluation. The approach to inquiry that was chosen for this PoP was a program evaluation approach using case study methodology and the data collection methods of document analysis, semi-structured interviews, and researcher memos. The program evaluation approach was chosen as the research study set out to evaluate the framings of internationalization policy in relation to the experiences of MPA students with the goal of improvement. Within program evaluation, one can explore program, policy, or curricular evaluation (Stewart, 2016). The study did not explore the entire MPA program or curriculum in detail but rather focused on a policy evaluation of the internationalization strategies and resulting experiences of international MPA students. As well, there are various types of policy evaluations, and Howlett et al. (2020) provided two overarching categories—process or formative and impact or summative. A process evaluation seeks to

examine “how and the extent to which a policy has worked” while an impact evaluation “focuses on the policy’s long-term effects” (Howlett et al., 2020, p. 256). This study took a process evaluation approach as it sought to understand how the internationalization strategies are translating into the experiences of international MPA students. However, the longer-term impacts of internationalization are touched upon in the study, and as Howlett et al. (2020) indicated, “the distinction between the two types of evaluation is not entirely clear-cut” (p. 256). Further, the intent of a policy process evaluation “is not only to generate information on the linkages but to draw conclusions about how to improve them” (Howlett et al., 2020, p. 256). Therefore, as the research aimed to be both interpretive and exploratory, the policy process evaluation approach was an ideal approach to the inquiry.

Purpose and Research Questions

The research evaluated the framing of internationalization in policy documents and aimed to understand how this framing impacted international MPA students’ expectations and experiences during and upon degree completion. The purpose of this study was to understand the experiences of international MPA students both during their MPA program as well as transitioning into Canadian employment and what academic programming and student supports were or would have been beneficial. An overarching question and three secondary questions guided the research:

- How are the framings of internationalization within the Canadian, Saskatchewan, and University of Saskatchewan (USask) internationalization strategies impacting the experiences of international MPA graduate students during and upon degree completion?
 - How is internationalization framed at and across multiple policy levels in Canada’s Building on Success: International Education Strategy 2019-2024, Saskatchewan’s International Education Strategy, and the University of Saskatchewan’s International Plan – University Plan 2025?
 - What are the experiences of international MPA students throughout and upon degree completion?
 - What academic programming and student supports contribute to the successful transition of MPA students into Canadian employment?

The research questions guided and directed the choices made throughout the study.

Significance to Educational Leadership

This dissertation contributes to the higher education literature by providing research on the experiences of international graduate students in Saskatchewan transitioning into the Canadian labour force and offers practical recommendations on how post-secondary institutions can best support international graduate students throughout and upon degree completion. The implications of this study include understanding how best to support international students who have been recruited to programs so that they are best positioned to be employed in their field of study. As well, the research acknowledges the complexity of internationalization and offers a way forward for internationalization that recognizes and accepts multiple objectives as the current reality.

Stipulative Definitions

To aid in shared understanding and clarity, there are several stipulative terms, which will be defined next as they relate to the context of this study.

Internationalization

Eminent Canadian internationalization scholar, Jane Knight, defined internationalization as “the process of integrating an international, intercultural or global dimension into the purpose, functions (primarily teaching/learning, research, service) or delivery of higher education” (Knight, 2004, as cited in Knight, 2013, p.85). Later Hans de Wit et al. (2015), basing his work on Knight (2004) emphasized internationalization as:

The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of higher education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (de Wit et al., 2015, p. 29).

The term internationalization has been used to encompass numerous initiatives such as study abroad, research, and international student recruitment; however, the focus of this study is on the recruitment of international students (Buckner et al., 2020).

International Student

In the context of this research study, the term international student is used to describe a student who holds a study permit and has crossed an international country border to study abroad.

Public Policy

Public policy impacts “nearly every experience in our life” (Howlett et al., 2020) but can be difficult to define. Two of the better-known definitions are by Thomas Dye and William Jenkins (Howlett et al., 2020). Dye’s (1972) definition states that public policy “is anything a government chooses to do or not to do” (as cited in Howlett et al., 2020, p. 1). This definition highlights the government as the agent of policy-making, and that it involves a conscious decision or non-decision (Howlett et al., 2020). Jenkins’ (1978) definition states that public policy is:

A set of interrelated decisions taken by a political actor or groups of actors concerning the selection of goals and the means of achieving them within a specified situation where those decisions should, in principle, be within the power of those actors to achieve (as cited in Howlett et al., 2020).

This definition highlights that policies involve multiple decisions, limitations impact decision-making, and involves “goal-oriented behaviour” (Howlett et al., 2020, p. 4). The approach to inquiry for this study is a policy evaluation. For this study, policy refers to the three identified public-facing internationalization strategies at the federal, provincial, and institutional levels with implications for international students. Specifically, it examines policy as text through these strategies but also policy as practice through the experiences of international students (Trilokekar & El Masri, 2017).

Edugration

The term edugration is a relatively new term coined by Lisa Brunner (2021) that refers to the amalgamation of education and immigration that involves a “three-step form of immigration” (p. 26). This three-step process is outlined by Brunner (2021) as:

International students who (1) gain admission to, and graduate from, a qualifying higher education institution can (2) compete in the labour market for a limited time on a post-graduation work permit, during which those who gain sufficient qualifying work experience can (3) remain permanently as immigrants and, eventually, citizens (p. 27).

The focus of this study is primarily on the first two steps of recruiting international students to post-secondary institutions to then be employed in Canada upon degree completion. However, the study touches on the third step of immigration, but this was not the primary focus of the study. Instead, the study focused on migration as opposed to immigration.

Logic Model

A logic model is a commonly used component of process evaluation that seeks to examine the inputs, activities, outputs, and outcomes of a particular policy (Howlett et al., 2020; Stewart, 2016). Logic models are also referred to as logic frameworks or theory-based evaluation and “typically starts with an outline of the sequence of events and results—described as ‘program logic’—connecting inputs to outcomes” that highlights the logic of events (Howlett et al., 2020, p. 258). Further, the logic model “shines light on the black box within which inputs transform into outputs and cause effects” and “explore the causal chain to develop a plausible explanation of cause and effects” (Howlett et al., 2020, p. 258). Logic models are utilized throughout the research study.

Social Cartography

Sharon Stein (2021) stated that “social cartographies are maps of multiple ways of framing a shared issue of concern” (p. 1777). The maps allow us “to better understand the relationships between different approaches, and to more fully appreciate the possibilities and limitations that each can produce” (Stein, 2021, p. 1778). Social cartography is utilized to map the different approaches and outcomes of internationalization.

Limitations

As a white settler from Canada, I am aware that I am adding to the imbalance of diverse voices in the field of internationalization (Mittelmeier & Yang, 2022). However, by focusing on the voices of international MPA students and their experiences, I have attempted to mitigate this imbalance. Relatedly, as a Canadian citizen my relationship with the participants must be acknowledged as I was never an international student myself and do not have insider access (Merriam & Tisdell, 2016). I have tried to ensure that my research is not “framed through assimilative lenses or through assumptions that international students lack certain skills or experiences necessary for success” (Mittelmeier & Yang, 2022, p. 87). Rather, I have focused on the disconnect within the policies and the onus on the institutions to do better. However, Beck and Ilieva (2019) cautioned that “being critical does not absolve us of our complicity in the marketization of internationalization” (p. 36). My research examined how to enhance the employability of international students upon degree completion and can be viewed as aligning with a neoliberal agenda and the further marketization of internationalization. To mitigate this neoliberal alignment, the research employed social cartographies of change to better understand

the complexity and nuance within internationalization initiatives. However, as Stein (2021) stated “simply having a critique of a problem does not inoculate one from being part of the problem” (p. 1776).

Delimitations

Internationalization is an incredibly broad phenomenon, and therefore, the research study focused specifically on internationalization of post-secondary education with a focus on international students. A further delimitation of the study was the selection of documents as there are multiple public-facing strategies and policies that exist outside of the three internationalization strategies that impact international students. It is recognized that one key document from each of the federal government, provincial government, and institution cannot fully encompass how internationalization is approached or operationalized.

Additionally, I decided that only one stakeholder group – USask MPA alumni who were international students upon entry and stayed in Canada upon degree completion – would be interviewed. Further data and insight could have been collected from all MPA alumni, employers, government employees, staff, and faculty within the institution; however, the time frame for the research was very tight, and the feasibility of the study was a concern. In addition, it was decided to only recruit participants from one MPA program at USask due to time and convenience. The study focused on the experiences of obtaining employment—whether through a temporary post-graduation work permit or through permanent residency—and therefore, did not explicitly examine the transition to permanent residency or the immigration advising supports that may aid this transition. Finally, the study did not examine demographic factors such as gender, family status (married/single, children/no children), race, and country of origin.

Assumptions

I made several assumptions that effect this study. I assumed that research participants were comfortable and forthright during the interviews, that they felt safe and secure in sharing their experiences, and that they were best positioned to provide the necessary data to explore the research topic. As well, I assumed that the participants recruited were articulate and reflective enough to provide detailed information. Lastly, I felt that the MPA program under study is adequately supporting students.

Theoretical Frameworks

Frameworks and theories allow researchers to predict, plan, and understand how the world works (Austin & Jones, 2016). However, one theory or framework often cannot encompass all research needs, and therefore, a multi-theory or multi-framework approach must be adopted (Austin & Jones, 2016). The research employed a multi-theoretical approach that included the Policy Cycle Framework and Social Cartography of Theories of Change.

Policy Cycle Framework

Policy-making is a process, and policy study pioneer, Harold Lasswell (1971), took a pragmatic approach to studying policy-making by highlighting the relationship between theory and practice as a process of learning (as cited in Howlett et al., 2020). Lasswell's (1971) policy model separated seven stages of the policy process, which included intelligence, promotion, prescription, invocation, application, termination, and appraisal (as cited in Howlett et al., 2020). However, Lasswell's (1971) model did not highlight the external influences that may impact policy and it did not recognize the need for ongoing evaluation of a policy (as cited in Howlett et al., 2020). Several models have emerged since Lasswell's original work, and Howlett et al. (2020) identified agenda-setting, policy formulation, decision-making, implementation, and policy evaluation as the five stages of the policy cycle.

This framework will be employed as it allows the examination of a policy as a process, assists in the understanding of how a policy is lived through the experiences of students, provides a framework to evaluate the effectiveness of a policy, and outlines how change within a policy might be enacted based on the findings of the case study. The five stages constitute a cycle, and upon the fifth stage of policy evaluation, the cycle can revert to the first stage of agenda-setting in a continuous cycle (Howlett et al., 2020). As well, stages may be missed or skipped over and the policy cycle is rarely as simple as the cycle might depict (Howlett et al., 2020).

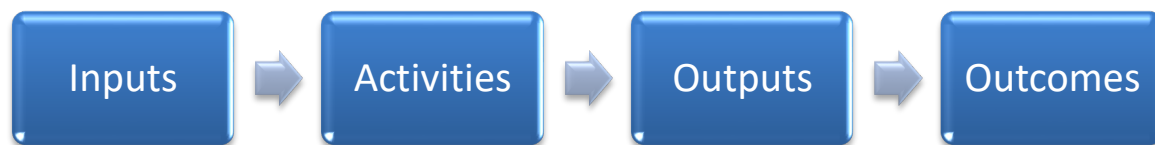
The fifth stage of policy evaluation "refers to the processes by which the results of policies are monitored and judged" (Howlett et al., 2020, p. 11). This research took a policy evaluation approach that focused on the experiences of international MPA students to understand how the framings of internationalization within the internationalization strategies are impacting the experiences of international MPA students. Process evaluations "are often conducted within the rubric of the logic framework, also called theory-based evaluation" (Howlett et al., 2020, p. 257).

Logic Model

The approach to inquiry within this research study is a policy evaluation, which involves the inclusion of a logic model or theory of change that shows the intended outcome of the program or policy under study (Howlett et al., 2020; Stewart, 2016). The logic model is a visual representation highlighting “the relationships that ideally should exist and that if implemented as intended lead to the desired outcomes” (Stewart, 2016, p. 227). The development of the model is often a result of an “understanding of the literature, best practices associated with an intervention, and the program [or policy] itself” (Stewart, 2016, p. 227). First, the logic model outlines inputs, which includes materials or individuals that the policy intends to transform into outputs (Stewart, 2016). Next, the logic model shows activities, which includes any activities that the organization plans to provide to turn inputs into outputs (Stewart, 2016). Third, “outputs are the products that come from the activities,” and finally “outcomes are the program [or policy] effects across time – short-, mid-, and long-term” (Stewart, 2016, p. 228). Figure 1.1 below provides a template of a logic model.

Figure 1.1

Logic Model Template



Logic models or theories of change are intended to show the ideal state; however, the ideal state of internationalization is currently under debate. Therefore, social cartography of theories of change will be utilized to further explore this complex phenomenon and the multiple approaches or theories of change that can be taken.

Social Cartography of Theories of Change.

For post-secondary institutions to balance multiple internationalization priorities, the process requires a path forward that “dwells in the messy spaces” (Stein et al., 2019, p. 28). Stein’s (2021) social cartography of theories of change provides a path forward that might allow for internationalization “otherwise” (p. 1780). Stein et al. (2019) provided us with a path toward a reframing of internationalization in post-secondary education that prompts us to ask guiding questions along the way. Stein et al.’s (2019) approach recognizes that responses “depend on the

context-specific configuration of power, policy, and desires; this makes it difficult to pose simple or static solutions” (p. 24). Therefore, Stein’s (2021) social cartographies of change can be employed to better understand how to influence positive change moving forward in a context-specific situation. This context-specific focus aligns with the policy process evaluation as Howlett et al. (2020) identifies that the “particularities of a policy and the context within which it exists are very important to the logic model” (p. 259).

Stein (2021) utilized social cartographies, which “are maps of multiple ways of framing a shared issue of concern” in an effort “to better understand the relationship between different approaches” to internationalization (p. 1777). Using social cartographies can highlight areas of importance as well as pieces “unimaginable” or missing “to meet the immediate challenges of their context, without collapsing the complexity and uncertainty inherent to the challenge at hand” (Stein, 2021, p. 1778). Thus, social cartographies are “situated, limited, and strategic, rather than universal” (Stein, 2021, p. 1778) and can be helpful when dealing with complex issues such as the transformation of internationalization. Stein (2021) argues that there is a “persistent failure to reckon within both the enduring role of colonialism in internationalization, and relatedly, a failure to address complexity, uncertainty, and complicity in our efforts to address this colonialism” (p. 1773). Stein (2021) offered “three different theories of change...liberal, anti-oppressive, and decolonial” (p. 1777) as a way towards rethinking internationalization. Stein (2021) cautioned that these approaches are not exhaustive and that mutual and overlapping approaches are possible.

Paper One Summary

Paper One demonstrates the scope and context of this research study on Policy Convergence, Disconnect, and Silence: A Case Study on the Framings and Impacts of Internationalization on the Experiences of International MPA Students in Canada. The paper highlights the issue, provides an overview of the study, and introduces the researcher and paradigm held. The paper discusses what a PoP should entail and how the research study meets the criteria, including the macro, meso, and micro-level contexts in which the PoP resides. Paper One then outlines the program evaluation approach taken, specifically a policy process evaluation, which will be explored further in Papers Three, Four, and Five. The research questions, purpose, and significance to educational leadership are then outlined before definitions, limitations, delimitations, and assumptions. The paper concludes with the theoretical

frameworks that will be utilized throughout the study, which include the policy cycle framework, with a focus on policy evaluation and the use of a logic model, combined with the incorporation of social cartographies of theories of change. The EdD structure required that each of the five papers within the dissertation be able to stand alone, and therefore, the repetition throughout the papers is intentional.

PAPER TWO: LITERATURE REVIEW

There are three overarching themes that provide background for the research on Policy Convergence, Disconnect, and Silence: A Case Study on the Framings and Impacts of Internationalization on the Experiences of International MPA Students in Canada. First, I investigate the history of the Canadian international education policy landscape, including the intersectionality of education, immigration, and the economy. Second, I examine the framing of internationalization. Thereafter, I explored the international graduate student experience upon degree completion in Canada.

Canadian International Education Policy Landscape

To gain a better understanding of international student policy in Canada, it is first important to look at “the origin, evolution, and influence of discourses over time” (Howlett et al., 2020, p. 114). After the Second World War, international activity involved student and faculty exchange as well as curriculum and program development (Beck & Pidgeon, 2020). The rationale for international education during this period was “characterized by a logic of soft power, through which the federal government focused on building relationships with the international community” (Sabzalieva et al., 2022, p. 187). International students would come to Canada to complete a degree abroad and then return to their home country ready to contribute (Knight, 2013). However, Beck and Pidgeon (2020) highlighted the problematic “colonial patterns of international mobility and the universalization of Western values and knowledge, and reifying students from the South as objects of development” that are so often viewed as “benevolent” during this period (p. 387).

Looking back at international student policy in Canada since 1970, McCartney (2021) argued that from 1970 to 2020 there have been four substantial periods or eras of thought around international students that have impacted policy. Policymaking is highly complex, and McCartney (2021) stated that “by viewing the development of the policy in historical trajectory, the underlying debates shaping that policy come into view” (p. 34). Therefore, I will outline these four periods of time, followed by the fifth current period of international education policy in Canada.

The First Period: Differential Fees, 1970 - 1985

The first period analyzes the emergence of many educational ideas that formed the international student policy of today (El Masri, 2020; McCartney, 2021). Specifically, these three

ideas emerged: “the classification of international students as migrants, and therefore undeserving of taxpayer support; the adoption of differential tuition fees; and the standardization of the notion of international students as relatively wealthy foreigners” (McCartney, 2021, p. 36). The Immigration Act of 1976 deemed international students as visitors who could not work, change programs or institutions during their study, and/or apply to be an immigrant while they were in Canada (McCartney, 2021). The adoption of the international differential during this time was initially opposed – and criticized – by many within post-secondary institutions and government due to the high fees (McCartney, 2021). However, the fee was eventually accepted and rationalized with the help of the Canadian Bureau of International Education (CBIE) that portrayed international students as wealthy, privileged, and able to serve Canada (McCartney, 2021). This period emphasized that “international students were no longer just an extension of Canada’s foreign policy goals; they could benefit Canada in other ways” (McCartney, 2021, p. 38). As such, the concept of using international students to serve Canada economically emerged and continues to influence modern international education policy (McCartney, 2021).

The Second Period: Institutional Recruitment, 1985 - 2001

According to McCartney (2021), this second period between 1985 to 2001 came with the emergence of internationalization as a priority for post-secondary institutions. This caused institutions to actively recruit international students for economic incentives. This period also saw post-secondary education funding dramatically reduced by the government. However, “while fiscal pressures were the driving force for institutional recruitment efforts, public discussion focused on the intellectual value of increasingly globally engaged campuses” (McCartney, 2021, p. 39). As such, the emergence of two opposing discourses on the benefits of internationalization carry forward to today. One view with an internal and economic focus on revenue and balancing the budget and another view outwardly focused and globally oriented.

The Third Period: International Students as “Ideal Immigrants”, 2001 - 2014

The third period of change was between 2001 to 2014 when the federal government “revised Canadian immigration policy to make studying in Canada the first step on a path to citizenship” (McCartney, 2021, p. 39). This federal change was one of the “first signs of the creation of a nexus between international student and immigration policy” due to the skilled labour shortage (Sabzalieva et al., 2022, p. 187). This policy change assisted post-secondary institutions in the recruitment of international students; however, a new narrative of international

students as “ideal immigrants” also emerged (Brunner, 2021; McCartney, 2021). Canada was facing an aging population, and international students that were young, skilled, proficient in English, and already studying in Canada were viewed as a policy solution to this issue (Brunner, 2021; McCartney, 2021). As such, “two-step immigration, or the permanent retention of temporary residents already integrated into local labour markets” emerged (Brunner, 2021, p. 26). However, in July 2011, Bill C-35 was passed that limited “student access to immigration advice and services” (Bozheva, 2020, p. 447). The bill announced that “the Immigration Consultants of Canada Regulatory Council became the IRCC designated body regulating Canadian Immigration Consultants (RCICs), and from November 2015 – Regulated International Student Immigration Advisors or RISIAs” (Bozheva, 2020, p. 447). RCICs provide support on permanent residency while RISIAs may only provide student visa and study permit support (Bozheva, 2020). Further, educational institutions do not have to hire either consultant, and “it is the institution’s responsibility to decide whether they invest in immigration support on campus” (Bozheva, 2020, p. 447). This third era viewed “the expansion of international education ... as a worthy technical challenge, rather than an ethical or educational dilemma” (McCartney, 2021, p. 41). Not only were international students benefiting Canada as students, but they could assist in addressing the skilled labour shortage (McCartney, 2021).

The Fourth Period: Marketization of International Students and the Ethics, 2014 - 2020

The fourth period between 2014 to 2020 came with the release of Canada’s first International Education Strategy that emphasized the economic benefits of internationalization (McCartney, 2021). It was the first strategy that “signaled the incorporation of post-secondary education into Canada’s economic policy regime as a major export” (McCartney, 2021, p. 41). As such, the “commodification of education in Canada” was born, but this period also marked the emergence of research and scholarship that raised the ethics and justice of internationalization and highlighted the struggles and difficulties that international students face (McCartney, 2021, p. 41).

The Fifth Period: Edugration, Ethical Concerns, and IRCC Changes, 2020 - 2024

The fifth period, since 2020, highlights how the former two-step immigration—study and apply for permanent residency—has shifted towards three-step immigration, or edugration, a term coined by Lisa Brunner (2021), which encompasses the link between study, employment, and immigration. International students recruited and retained by post-secondary institutions may

then apply for a post-graduation work permit upon completion of their degree. If successful in obtaining employment with their post-graduation work permit, they may then apply for permanent residency. This lengthy process between study, employment, and immigration leaves international students in a state of limbo for several years “in which entitlements such as working, voting, and social services are restricted, settlement costs are borne by individuals, and permanent residency is never guaranteed” (Brunner, 2021, p. 30). As well, it has resulted in the blurring of “the line between student and immigrant recruitment” but also “the co-dependency between higher education and other immigrant actors (such as the state)” (Brunner, 2021, p. 27). Ultimately, education is viewed “as a triple win: students gain a valuable education and desirable citizenship on the global market; higher education institutions gain revenue, labor, and diversity; and immigrant-dependent countries gain human-economic capital, population growth, and soft power” (Brunner, 2021, p. 29). However, education may also be viewed as a continuation of Western supremacy and power, ongoing brain drain, the continuing integration of international students (and loss of culture), and ongoing role of colonialism (Brunner, 2021). The ethical concerns regarding international student policy are increasing in complexity and the solutions are not simple or straightforward.

In 2023, Canada hosted over one million international students at all levels of study, which was a “29% increase in international students in Canada from 2022 to 2023” and “at the end of 2023, Canada saw 63% growth over the previous five years and more than 200% growth over the last decade” (CBIE, n.d.). However, the ethics and integrity around the recruitment of international students are more highly contested than ever. International students were heavily impacted by the Covid-19 pandemic, and the lack of supports and resources for this population came to light throughout the pandemic. Further, the news surrounding the Canadian post-secondary landscape in 2023 was heavy with discussion around the housing crisis and talk of the federal government officials considering the capping of enrolment of international students in Canada (Balintec, 2023). Then, on January 22, 2024, the Immigration, Refugees and Citizenship Canada (IRCC) news release announced several changes framed by a concern for students that will heavily impact international students coming to Canada. The Honourable Marc Miller, Minister of Immigration, Refugees and Citizenship stated:

International students are vital to Canada and enrich our communities. As such, we have an obligation to ensure that they have access to the resources they need for an enriching

academic experience. In Canada, today, this isn't always the case. Today, we are announcing additional measures to protect a system that has become so lucrative that it has opened a path for its abuse. Enough is enough. Through the decisive measures announced today, we are striking the right balance for Canada and ensuring the integrity of our immigration system while setting students up for the success they hope for (Government of Canada, 2024).

Details of the changes included pathways for student to labourer to resident through “clear pathway to permanent residence,” increasing the cost-of-living requirement, requiring institutions to validate letters of acceptance during the study permit process to reduce fraudulent applications, and reducing the number of study permits issued in Canada (Government of Canada, 2024).

Ultimately, international education is a highly complex policy arena with numerous actors involved due “to the fragmented and complex nature of Canada’s education and migration domains” (Bozheva, 2020, p. 444). Furthermore, the role of post-secondary institutions in this domain is undefined and varies considerably across institutions in Canada (Bozheva, 2020). This historical lack of coordination across the federal, provincial, and institutional levels has impacted the retention and well-being of international students, and it has been argued that there is a need for a more coordinated and cohesive approach to the policy governance of international education (Bozheva, 2020). The recent IRCC changes are but one measure towards more coordination; however, it is yet to be seen if these changes will result in a positive impact for international students in Canada.

Exposition of this theme from the literature

Ultimately, the Canadian international education policy history highlights the “ongoing power of a Canada-first focus within policy that belies, or betrays, claims to educational internationalism” (McCartney, 2021, p. 34). A study by Gopal (2016) examined the recruitment of international graduate students as ideal immigrants. The findings indicate “a weak connection between higher education institutions and national security...and the role that they play on international education” (Gopal, 2016, p. 130). Another study by Sa and Sabzalieva (2018) was a longitudinal study on international students and the impact of policy. Findings were that while international students were increasing it “appears to be decoupled from political and policy changes,” and there is a need for “greater policy coordination” (Sa & Sabzalieva, 2017, p. 231). Viczko and Tascón (2016) examined three Canadian policy statements at the federal, provincial,

and educational levels to better understand the co-existence of these policies. They “argue the ways these actors, spaces, and knowledges are assembled in each policy produce a disconnected policy landscape” (Viczo & Tascón, 2016, p. 11).

Education, once viewed primarily as a public good, is tied closely to the economy as a market export (Bozheva, 2020; Brunner, 2017). This intersection between the economy and education has resulted in post-secondary institutions becoming “gatekeepers to immigration” (Brunner, 2017, p. 23) and there is a disconnect between the federal government’s goal to retain international students in the labour market with the institution’s often short-term goal of recruiting international students. Brunner (2017) stated, “until educational institutions more deeply understand their role within the immigration system, there is a danger of exploiting a system with no one specific entity at the driver’s seat but rather an amalgamation of autonomous forces” (p. 38). Xiao (2020) stated that “more efforts need to be made to encourage transparent alignment of policies, key stakeholders, and interests within a competitive international context” (p. 127).

The Framing of Internationalization

The Canadian federal and provincial governments along with post-secondary institutions have placed increasing importance on the role of international education and the recruitment of international students. One framing of internationalization supports intercultural competency, global citizenship, diversity, collaboration, cooperation, community, and overall framing of social responsibility (Buckner et al., 2020; El Masri, 2020; King, 2020; Knight, 2013). In contrast, a more strategic framing of internationalization focuses on the recruitment of international students, revenue, economic benefits, and global rankings with a self-focused and strategic intent (Buckner et al., 2020; El Masri, 2020; Johnstone & Lee, 2014; King, 2020; Knight, 2013). There have been calls for a re-framing of internationalization to return to a more positive discourse that focuses on global citizenship and social responsibility (Knight, 2013); however, the view that internationalization has only two major discourses—strategic and social responsibility—and that we need to shift from strategic towards social responsibility might be too simplistic. Some scholars have begun to argue that simplifying the discourses of internationalization does not recognize the nuance and complexity that is required to transform internationalization (Beck & Ilieva, 2019; Stein, 2021; Stein et al., 2019), nor does it “engage with issues of power, equality, and dominance” (Mittelmeier & Yang, 2022, p. 78). There is

consensus that an improvement or re-framing of internationalization is necessary, but what that encompasses is up for debate.

Exposition of this Theme from the Literature

Throughout the literature, three themes emerged: 1) the framing, discourse, and narrative of internationalization, including the framing of international students; 2) a shift in the internationalization discourse but a disconnect in practice; and 3) the calls and approaches for improvement of internationalization, including the motivation and rationales behind the calls.

The Framing, Discourse, and Narrative of Internationalization

The framing of internationalization sets the larger context of the Problem of Practice (PoP). As “internationalization maps onto many powerful discourses” (Buckner, 2019, p. 318), it is important to understand that words have power, and they influence the ideas and rationales of stakeholders in varying ways. A social justice discourse of internationalization supports intercultural competency, global citizenship, diversity, collaboration, cooperation, community, public good, inclusivity, and overall framing of social responsibility (Buckner et al., 2020; El Masri, 2020; King, 2020; Knight, 2013; Ramaswamy et al., 2021). However, a more strategic discourse of internationalization focuses on the recruitment of international students, revenue generation, economic benefits, and global rankings with a self-focused and strategic intent (Buckner et al., 2020; El Masri, 2020; Johnstone & Lee, 2014; King, 2020; Knight, 2013; Ramaswamy et al., 2021). Multiple studies were examined throughout the literature review and there was agreement that internationalization discourses are nuanced and overlapping (Beck & Ilieva, 2019; Guo & Guo, 2017; Stein, 2021; Stein et al., 2019). However, some studies referenced either a positive (social responsibility) or negative (strategic) framing of internationalization (Buckner et al., 2023; Ramaswamy et al., 2021), whereas other studies highlighted the complexity of internationalization and that multiple narratives may mutually co-exist (Beck & Ilieva, 2019; Stein, 2021; Stein et al., 2019).

Buckner et al. (2020) looked at how 32 Canadian universities framed and prioritized activities related to internationalization through the rationales of strategic benefits, symbolic commitments, and anti-oppressive discourses. A significant finding from the review was that many institutions combined strategic and symbolic priorities; however, anti-oppressive discourses, which highlighted in/equity and unequal power distribution, were missing from many strategies (Buckner et al., 2020). A study by King (2020) examined discursive power and

internationalization in 16 universities in British Columbia and Ontario and contrasted competitive and social responsibility paradigms. King’s (2020) study found “a subtle paradigm shift... moving away from a competitiveness paradigm, and towards a social responsibility paradigm” (p. 101).

Another study by El Masri (2020) discussed international education policymaking and the three storylines that emerged. The first storyline is that internationalization “is good for the economy” as it enhances trade, innovation, finances, and skilled labourers (El Masri, 2020, p. 4). The second storyline promoted internationalization but cautioned we must “manage its risks” through contradicting discourses that we must protect international students from risks but we must also protect “Canadians from non-genuine international students who use the student visa route to enter Canada,” and further, we need to protect “the quality of the learning experience” (El Masri, 2020, p. 5). Finally, the third storyline argued that internationalization “is Canada’s gateway to the world” through promoting global learning and intercultural understanding but also through projecting “the global image discourse” (El Masri, 2020, p. 5). El Masri (2020) then highlighted how these storylines map onto the opposing narrative discourses of internationalization (El Masri, 2020). Table 2.1 below provides a summary of the various frameworks found within the studies.

Table 2.1

Frameworks of Internationalization within Literature

	Strategic Framework	Social Responsibility Framework	Anti-Oppressive Framework
Buckner et al. (2020)	<i>Strategic Benefits:</i> Reputational Prestige, Revenue	<i>Symbolic Commitments:</i> Diversity, Global Citizenship, Student Learning	<i>Anti-Oppressive Discourses:</i> Equity, Equality, Humility, Power
King (2020)	<i>Competitive:</i> Reputation, Market for Students	<i>Social Responsibility:</i> Social and Academic Development, Student Experience	
El Masri (2020)	<i>Economy:</i> Business, Innovation, Revenue, “Ideal” Immigrants <i>Gateway:</i> Strong Global Image, Leader in Education	<i>Risks:</i> Protect International Students, Canadians, and Quality of Education	

The studies highlighted above in Table 2.1 show the importance of language and ideas, and how multiple, and sometimes opposing, frameworks emerge. A strategic framework has a neoliberal focus on revenue, reputation, and the economy (Buckner et al., 2020; El Masri, 2020; King, 2020). A social responsibility framework holds liberal values of global citizenship, diversity, and

student success (Buckner et al., 2021; El Masri, 2020; King, 2020). An anti-oppressive framework has a critical approach that examines power, inequity, and racism (Buckner et al., 2020). In addition to showing the multiple frameworks of internationalization that exist in these studies, the table also highlights the frameworks and language that are missing, namely anti-oppressive frameworks.

Framing of International Students

As the research examined the experiences of international students, it is also important to look at the framing of international students specifically. A study by Buckner et al. (2023) that examined 11 internationalization strategies from colleges in Canada to understand how international students were discussed found a portrayal of international students “as a commodity, while also implying that international students are both carriers of diversity, yet potentially risky to the academic quality of the institution” (p. 8). A systematic literature review by Mittelmeier and Yang (2022) from a United Kingdom journal found 151 journal articles on internationalization over the past four decades. A main finding was “persistent deficit narratives in the discourses about international students, whereby, many studies were framed through assimilative lenses or through assumptions that international students lack certain skills or experiences necessary for success” (Mittelmeier & Yang, 2022, p. 87). This finding was also supported in a study by Buckner et al. (2023) that examined college internationalization strategies and highlighted “international students’ needs from a deficit lens” (p. 11). Another study by Buckner et al. (2021) that examined 62 internationalization strategies through textual and visual analysis from Canada, the United States, and the United Kingdom found that “institutional strategies map international students onto the idea of ‘diversity,’ while ignoring race and racism” (p. 37). Examining the framing of international students is important as “unpacking institutions’ understanding of their international students can be an important first step...by identifying how institutional oversights and assumptions harm students” (Buckner et al., 2021, p. 34).

A Shift in the Internationalization Discourse but a Disconnect in Practice?

Neo-institutionalism “emphasizes that organizations need more than resources to survive—they also need to maintain legitimacy, meaning cultural support from peer organizations and other actors in the organizational field” (Buckner et al., 2023, p. 4). One way to achieve legitimacy is to abide by “widely shared norms and established practices,” which can

“constrain or shape the behavior” and also can “result in high levels of conformity,” or the idea of isomorphism (Buckner et al., 2023, p. 4). Internationalization strategies, a form of normative isomorphism, are public-facing documents used to gain acceptance from multiple stakeholders and are endorsed by those in positions of power within universities (Buckner et al., 2023). Therefore, strategies can be examined to understand the priorities and strategic direction of post-secondary institutions (Buckner et al., 2023).

The study by King (2020) found that the framing of internationalization was moving toward a more socially just and positive narrative within Canadian internationalization strategies. However, some scholars challenge if the re-framing of internationalization towards a more socially just discourse is outward facing in nature and that revenue generation and market economics are driving decisions (Buckner et al., 2020, 2023). This potential policy disconnect between what strategies are stating and what is occurring in practice was found in the literature as “institutions are rarely so explicit about their motivations” (Buckner et al., 2020, p. 27). To understand this policy disconnect, Buckner (2019) employed the concept of editing, which “involves imbuing a model with new meanings to align it to the language, needs, values, or cultural frames of the local context”, and that editing occurs through “strategic (re)framing, repurposing, and coupling” (p. 319). For example, an internationalization strategy might be re-framed within a social responsibility discourse as a more strategic discourse does not generally align with the traditional values of post-secondary institutions (Buckner et al., 2023).

While a better world for all can be a simple answer for why internationalization must be changed, Stein (2021) cautioned that “concerns about the ‘decline’ of internationalization appears to be a thinly veiled concern about a potential declining advantage and dominance of Western higher education” (p. 1775). Further, Buckner et al. (2020) stated that “we have surprisingly little empirical understanding of internationalization as an institutional practice – including what activities are included under the umbrella of internationalization and what values and ideas are used to justify priority activities” (p. 21). To ensure internationalization efforts are moving forward in a good way, it is important to look both at the approaches to improvement but also the motivation and rationales behind these initiatives.

The Calls and Approaches for Improvement of Internationalization Initiatives

Throughout the literature, there is unanimous support for the improvement of internationalization. Many of the researchers offered suggestions for a more ethical approach to

internationalization through framing around the United Nation's Sustainable Development Goals (Ramaswamy et al., 2021), pluralizing frameworks and a decolonial approach (Stein, 2021; Stein et al., 2019), utilizing social cartographies (Beck & Ilieva, 2019; Stein, 2021), and asking guiding questions (Beck & Ilieva, 2019; Buckner et al., 2021; Stein et al., 2019). However, it is also important to understand the motivation and ideas behind improvement initiatives as the rationale will impact how internationalization is framed.

King (2020) stated that “internationalization rationales emerge from different contexts”, and that rationales may vary between the “different levels of thinking” amongst the macro, meso, and micro levels (p. 101). It is important to understand “where particular discourses about internationalization resonate...because it sheds light onto how nations view themselves and their position in larger global contexts” (Buckner, 2019, p. 333). Prominent internationalization scholars Jane Knight and Hans de Wit supplied four rationales for internationalization including academic, economic, political, and cultural (Beck & Ilieva, 2019; Guo & Guo, 2017). Jonas Stier (2010) built on the rationales and provided ideologies, which are “a set of principles, underpinnings, goals and strategies” (Stier, 2010, as cited in Beck & Ilieva, 2019, pg. 21), for internationalization including idealism (global good and cooperation), instrumentalism (economic and market), and educationalism (pursuit of learning). Andreotti et al. (2016) provided social cartography to map articulations of internationalization through four discourses of neoliberal, global good, anti-oppressive, and relational trans-localism and highlighted the ability of this approach to support complexity and nuance in practice. This social cartography approach is also supported by the work of Stein (2021) who provided “three different theories of change that can orient critical internationalization studies” (p. 1778). Stein (2021) highlighted liberal, anti-oppressive, and decolonial theories of changes. Stein et al.'s (2019) approach recognized that responses “depend on the context-specific configuration of power, policy, and desires; this makes it difficult to pose simple or static solutions” (p. 24).

Experiences of International Students Upon Degree Completion

While the motivations of international students for studying abroad cannot assume to be the same, a primary driver is to “secure a rewarding career upon graduation” and “successfully transitioning to the labor market is critical for students to earn stable income, provide for their families, and repay student debt in their home country” (Gopal, 2022, p. 78). There is a vast amount of research that documents the challenges encountered by international students during

their time studying abroad, which includes but is not limited to language (Banjong, 2015; Ravichandran et al., 2017; Rivas et al., 2019; Roberts et al., 2018), cultural (Rivas et al., 2019; Roberts et al., 2018), social (Banjong, 2015; Guo & Guo, 2017; Roberts et al., 2018), financial (Banjong, 2015), and academic difficulties (Roberts et al., 2018).

The experiences of international students transitioning into the Canadian workforce upon degree completion are not as well documented. However, research indicates international students encounter obstacles moving into employment that are related to language (Garcea & Hibbert, 2014; Scott et al., 2015), community acceptance (Scott et al., 2015), lack of network connections (El Masri & Khan, 2022; Garcea & Hibbert, 2014; Trilokekar & El Masri, 2017), lack of Canadian work experience (El Masri & Khan, 2022; Trilokekar & El Masri, 2017), lack of transitional supports (Brunner et al., 2024; El Masri & Khan, 2022; Gopal, 2022), discrimination (El Masri & Khan, 2022; Gopal, 2022; Scott et al., 2015; Trilokekar & El Masri, 2017), and evolving federal immigration regulations (Brunner et al., 2024; Gopal, 2022).

Exposition of this Theme from the Literature

A report by Garcea and Hibbert (2014) that examined the post-graduate settlement decisions of international students in Saskatchewan found decisions to stay in Saskatchewan to be influenced by “employment experiences and perspectives; experience and awareness of immigration programs; engagement and awareness of integration services and programs; community dynamics and factors; and family situations and opportunities” (p. xii). Students identified barriers securing employment during their studies due to lack of Canadian work experience, lack of Canadian references and networks, employers who “were concerned or wary because they were international students on special work permits,” and “insufficient knowledge of the employment regulations for international students” (p. 21). Upon degree completion, students experienced employment barriers due to “lack of networks, language barriers, and lack of information” (Garcea & Hibbert, 2014, p. 34). A few of the recommendations within the report highlight the need for improving and expanding employment opportunities for students, expanding internship opportunities, expanding career guidance and mentorship programs, developing networking skills, and increasing understanding and communication of immigration policies, programs, and processes across campus (Garcea & Hibbert, 2014).

Scott et al. (2015) assessed “the extent to which the lived experiences of international students in Canada align with policy makers’ assumptions pertaining to their adjustment and

integration into the local labour market” (Scott et al., 2015, p. 5). The findings indicated while international students had many positive experiences to share about their study in Canada, there were consistent underlying issues including “language and communication; community connectedness and identity; and, perceptions of discrimination” (Scott et al., 2015, p. 7) encountered by international students attempting to transition into the workforce. Another Canadian study by Trilokekar and El Masri (2017) on international students reported obstacles hindering integration into the workforce, which included employer discrimination, difficulties finding employment without connections, and not having Canadian work experience, which was viewed negatively by employers. The findings indicated “the lived experiences of international students are contrary to the policy rhetoric of international students as ideal immigrants because if international students were indeed ideal immigrants they should be reporting experiences of integrating seamlessly into Canada’s labour market” (Trilokekar & El Masri, 2017, p. 9).

Gopal (2022) examined the experiences of international students in accessing internship opportunities. The study found that internships positively impacted employability in a desired field; however, the study also found that internships “are not race-neutral spaces” but rather “politicized sites and can be exclusionary to those who are racialized and from other countries” (Gopal, 2022, p. 88). The study also highlighted power dynamics that included staff from career services directing students to “problem solve their own internship searches,” (Gopal, 2022, p. 88) and federal visa regulations and the intersectionality between study and employment that both impacted international students’ employability.

Brunner et al. (2024) took an autoethnographic approach of the five researcher-participants experience with settlement and integration in Canada. The first finding was around unfamiliarities, and participants experienced a lack of sufficient supports; however, they were “able to overcome these unfamiliarities through information-seeking and/or coping strategies” (p.13). The second finding was uncertainties around “uncertain labor market success and unclear PR pathways” that were outside of participants’ control, which resulted in “an extended period of disorientation” (Brunner et al., 2024, p. 14). Finally, the third finding was “ambivalent long-term intentions to stay permanently in Canada” due to the ongoing uncertainties around if they could or would move into permanent residency (Brunner et al., 2024, p. 14).

A comprehensive review of the literature in Canada by El Masri and Khan (2022) found that international students are not transitioning as smoothly into the workforce as their domestic

peers due to networking disadvantages, lack of Canadian work experience, employer discrimination, lack of institutional support, and ineligibility for “settlement services due to their immigration status” (p. 7). El Masri and Khan (2022) indicated that the recruitment of international students is insufficient, and that government and institutions have a responsibility to move towards “trans-organizational collaboration; holistic student support approach, changing harmful narratives, and engaging in research-informed practice” (p. 7) to support the international students they so highly desire. Further, studies have found that an internship component is a key component in complementing the earning of a degree and “provides an advantage to an already competitive labor market” (Gopal, 2022, p. 79). This finding was also supported in the research by Scott et al. (2015) that advocated for additional “off-campus work opportunities in career-related fields” and the need for international students “to be better connected with Canadian industry partners” (p. 15). The question of “who is ultimately responsible for the transition of international students from students to immigrants” needs to be examined (Sabzalieva et al., 2022, p. 196). Given the multi-step nature of education and the policy nexus of education and immigration in Canada, the response to who is responsible has “policy implications” (Brunner et al., 2024, p. 6). Sabzalieva et al. (2022) argued that “the onus for labour market success lies with individual students, but this responsibility should be delineated and shared across key stakeholder groups” (p. 196). However, “international students are ineligible for many formal government-funded settlement and integration services,” and supports within post-secondary education are found to be “poorly integrated with community supports” (Brunner et al., 2024, p. 6). Brunner et al. (2024) highlighted how this “lack of coordinated settlement and integration support for international students has become a major issue in Canada” (p.6).

Conceptualization of International Canadian Education Policy

The review of the literature of the Canadian international education policy landscape provided historical and contextual considerations for the research study. As such, I was able to examine the experiences of MPA alumni through different periods to better understand the influences of education policy on international students. The evolution of international education over time as soft power and aid to international students as a source of revenue to a source of employment and residency assists in understanding the ideas and rationales behind internationalization efforts. Next, the framings of internationalization across the literature were

used to provide a beginning coding frame for the research study that were used to map onto the three internationalization strategies examined to understand if what was found in the literature was also prevalent in the strategies examined. Finally, the literature on the experiences of international students upon degree completion were examined and compared to the findings from the interviews with international MPA students in Canada.

Upon examining the various framings of internationalization, Stein's (2021) social cartographies of change can be utilized to better understand the efforts behind internationalization practices and how to influence positive change moving forward. As such, the liberal, anti-oppressive, and decolonial theories of change are outlined next along with outlining the response to "brain drain" from each theory of change. The movement of international students has been described as "brain drain", which is "the one-way migration of highly educated students from their home countries in the Global South to the Global North" (Stein et al., 2019, p. 30), and is a frequently cited concern of internationalization. Employing Stein's (2021) theories of change, the concern over brain drain will be met differently within each approach.

Liberal Theories of Change

The liberal approach to change is very much enthralled with the notion that internationalization is for the "global public good" (Stein, 2021, p. 1778) and that internationalization must return to the positive force it was in the past. This approach highlights that economic and market incentives have corrupted internationalization and that a return to "development and capacity building" is needed (Stein, 2021, p. 1778). This approach lives within a Western-centred focus and "naturalizes certain architectures of existence as if they were universal" (Stein et al., 2019, p. 26). Stein et al. (2019) stressed that the "current hegemony of liberal ethics will need to be denaturalized (without dismissing its gifts); otherwise, this approach will continue to crowd out other possibilities" (p. 24). The liberal approach is the dominant approach within critical internationalization studies today (Stein, 2021). The liberal response to "brain drain" would be "brain circulation" and that international students can be educated in a Western (i.e. superior) institution and return home to contribute to their country (Stein et al., 2019). The liberal response aligns very much with a post-Cold War mentality that internationalization is for developmental aid (Stein et al., 2019).

Anti-Oppressive Theories of Change

The anti-oppressive approach to change challenges the notion that internationalization was once purely good and instead argues for equity for all and highlights issues like the North/South debate and that internationalization efforts must ensure that internationalization is for everyone through “global solidarity” (Stein, 2021, p. 1778). This approach begins to challenge power and critically examine internationalization; however, this approach lives within the colonial institutional structures of our institutions, and while the approach challenges equity, it does not challenge the structure itself (Stein, 2021). A more critical or anti-oppressive response to “brain drain” would highlight the elitist approach to international student mobility and the concerns over ensuring all students have access to study abroad; however, this approach does not question the superiority of Western institutions (Stein et al., 2019).

Decolonial Theories of Change

The decolonial approach to change “dwells in the messy places” (Stein et al., 2019, p. 28) and “emphasize[s] that systemic forms of domination are not just material and epistemic, but also ontological – that is, they sanction particular modes of existence, and foreclose others” (Stein, 2021, p. 1779). This approach asks us to rethink and reimagine internationalization completely (Stein et al., 2019). As well, this approach both “recognizes the gifts as well as the colonizing tendencies of both Western liberal and critical ethical traditions” (Stein et al., 2019, p. 28). This approach does not prescribe a right and wrong way but instead asks us “to surrender our learned sense of superiority” and to seek to understand our “interdependence with and responsibility to each other and the earth itself” (Stein, 2021, p. 1779). Stein (2021) did not argue for one approach per se but rather called on scholars to drop any preconceived notions and to make “space for complexity, uncertainty, and complicity” to meet the challenges of today (p. 1771).

The decolonial response to “brain drain” will look to “the material and epistemic frames” and “traces the colonial histories” (Stein et al., 2019, p. 31). This decolonial approach gives space for complexity in that it “understands both the Western university’s desire to recruit international students and the international students’ desire to attend the Western university” (Stein et al., 2019, p. 31). Stein et al. (2019) offered the question “How can we understand international students as neither victims or villains, but rather as complex subjects with

conflicting desires who might be both subject to and complicit in others' marginalization?" (p. 32).

Paper Two Summary

Paper Two provides a broad overview of the literature and background of this research study on Policy Convergence, Disconnect, and Silence: A Case Study on the Framings and Impacts of Internationalization on the Experiences of International MPA Students in Canada. The paper highlights the history of Canadian international education policy, the framings of internationalization, and the experiences of international students upon degree completion. Paper Two then outlines social cartographies of change that can be employed to map internationalization efforts that will be explored further in Papers Four and Five.

PAPER THREE: RESEARCH DESIGN

The framing of internationalization has come under scrutiny as it relates to international student recruitment, and several scholars are calling for a reframing towards a more ethical form of internationalization that is not dominated by a strategic or competitive discourse. Further, recent research indicates that contrary to what federal and provincial internationalization strategies suggest, international students are not transitioning seamlessly into desired employment in Canada upon degree completion, and there is a gap in supports to assist this transition. To address this gap, there is a need for additional research to allow institutions to better understand the experiences of international students and to implement change and support where needed to assist in this transition.

This research study provides a voice for international students highlighting their experiences in Canada. First, I examined and mapped the framing of internationalization in policy documents at the federal, provincial, and institutional levels to understand the discourse of internationalization in relation to the recruitment of international students. The research demonstrates how the narratives within policy documents are presented in addition to examining how the framing impacts international Master of Public Administration (MPA) students both during their study and upon degree completion. Then, I conducted semi-structured interviews with nine MPA alumni from the University of Saskatchewan (USask) to better understand how the framings of internationalization within these documents are impacting the experiences of international MPA students in Canada. The research is also exploratory as it provides practical recommendations for how post-secondary institutions can support graduate students' both during their program and upon degree completion, including the transition into employment. The research was guided by several key questions aimed at understanding the impact of internationalization strategies on students.

- How are the framings of internationalization within the Canadian, Saskatchewan, and University of Saskatchewan (USask) internationalization strategies impacting the experiences of international MPA graduate students during and upon degree completion?
 - How is internationalization framed at and across multiple policy levels in Canada's Building on Success: International Education Strategy 2019-2024, Saskatchewan's International Education Strategy, and the University of Saskatchewan's International Plan – University Plan 2025?

- What are the experiences of international MPA students throughout and upon degree completion?
- What academic programming and student supports contribute to the successful transition of MPA students into Canadian employment?

Approach to Inquiry

I chose a policy evaluation approach to evaluate internationalization policy in relation to the experiences of international students in the MPA program with the goal of improvement. Specifically, the study took an implementation or process evaluation approach as it sought to understand how the internationalization policies are impacting the experiences of international MPA students and where improvements could be made. The intent of a policy process evaluation “is not only to generate information on the linkages but to draw conclusions about how to improve them” (Howlett et al., 2020, p. 256). Therefore, as the research aimed to be both interpretive and exploratory, the policy process evaluation approach was an ideal approach to the inquiry.

Methodology and Methods of Inquiry

The research study examined the experiences of international MPA students. As such, qualitative research, which is “interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” was chosen (Merriam & Tisdell, 2016, p. 6). While qualitative research encompasses a wide array of practices, Merriam and Tisdell (2016) identified four key characteristics of qualitative research. The first characteristic is the “focus on meaning and understanding” from the emic or “participants’ perspectives” (Merriam & Tisdell, 2016, p. 15). This research study sought to understand the experience of international MPA students in Canada from their perspective. The second characteristic includes the “researcher as primary instrument for data collection and analysis” (Merriam & Tisdell, 2016, p. 16). This role requires the researcher to identify their biases, the framework they are following, and clearly stating how these choices are influencing the research (Merriam & Tisdell, 2016). As such, researcher memos and journaling were used throughout the research study to better understand these influences. The third characteristic of qualitative research is that it is an inductive process where the researcher “gather[s] data to build concepts, hypotheses, or theories rather than deductively testing hypotheses” (Merriam & Tisdell, 2016, p. 17). While the literature review provided

concepts and theories of change to assist in framing the study, the research was primarily an inductive process that evolved throughout the duration of data collection and analysis. Finally, the fourth characteristic is the use of rich descriptions to portray what has been learned (Merriam & Tisdell, 2016). In Paper Four, thick descriptions are used to emphasize the findings. These four characteristics are key to what Merriam and Tisdell (2016) have labelled basic qualitative research, which alone constitutes a research methodology. However, when the research follows these characteristics but with an additional “dimension,” then a more specific qualitative methodology emerges (Merriam & Tisdell, 2016, p. 24).

Case Study as Methodology – Yin, Stake, and Merriam

Research that involves “an in-depth description and analysis of a bounded system” is labelled a case study and was selected as the appropriate methodology for this study (Merriam & Tisdell, 2016, p. 37). The key component of a case study is the selection of the case, which is a bounded unit of analysis that you can “fence in” (Merriam & Tisdell, 2016, p. 38). A case includes boundaries such as “the limit on the number of people to be interviewed, a finite time frame for observations, or the instance of some issue” (Brown, 2008, p. 3). In addition to being bound, a case study must also be “organized around issues – complex, situated, problematic relationships” (Brown, 2008, p. 7). Ultimately, the “fundamental goal of case study research is to conduct an in-depth analysis of an issue, within its context with a view to understand the issue from the perspective of participants” (Harrison et al., 2017, p. 8). As the research study sought to understand how international MPA students experienced internationalization, a case study approach was appropriate. This study aimed to understand a complex phenomenon (internationalization policy) in a real-life (and bounded) setting from the perspective of international MPA students.

Within the literature, three seminal scholars are frequently associated with case study research: Robert Yin, Robert Stake, and Sharan Merriam (Brown, 2008; Harrison et al., 2017; Yazan, 2015). Yin’s approach to case study research came from a policy research background and “provided an extremely comprehensive and systematic outline for undertaking the design and conduct of a case study” (Brown, 2008, p. 4). His approach to case study research involved “five components: a study’s questions; its propositions, if any; its unit(s) of analysis; the logic linking the data to the propositions; and the criteria for interpreting the findings” (Yazan, 2015, p. 140). Ultimately, Yin emphasized the need for a clear and concrete research design in place

before any data collection begins, and if changes are needed to the design, the study should essentially start over (Yazan, 2015).

Stake approached case study research essentially the opposite of Yin and indicated the process to be “a highly interpretive endeavour” (Brown, 2008, p. 2). His approach was flexible and researchers could make changes to the design throughout their research (Yazan, 2015). Flexibility and an interpretive approach are key components of Stake’s approach. Finally, Merriam approached case study research from her background as an educator with a “practical and accessible understanding of the strategy” (Brown, 2008, p. 2). Her approach to case study research involved “conducting literature review, constructing a theoretical framework, identifying a research problem, crafting and sharpening research questions, and selecting the sample (purposive sampling)” (Yazan, 2015, p. 141). While all three researchers hold similar case study fundamentals, their approach and position are different (Brown, 2008). Their stances may have shifted slightly over time but ultimately “Merriam presented a balanced, pragmatic approach, while Yin was highly methodical and logical, and Stake was like an artist or poet, creating and crafting meaning” (Brown, 2008, p. 7). As such, Yin held a positivist orientation, Merriam a pragmatic constructivist orientation, and Stake a constructivist/interpretivist orientation (Harrison et al., 2017; Yazan, 2015).

When employing case study as a methodology, it is important to state the philosophical underpinnings that will inform your research and approach (Harrison et al., 2017). This piece is important as case study research “is not assigned to a fixed ontological, epistemological or methodological position” (Rosenberg & Yates, 2007, p. 447 as cited in Harrison et al., 2017, p. 7). Therefore, it is essential “to engender coherence between the researcher’s philosophical position, their research question, design, and methods to be used” (Harrison et al., 2017, p. 9). While a researcher does not need to explicitly fit within one paradigm and may borrow from adjacent paradigms, the overarching paradigm and philosophical underpinnings of the researcher should be clear.

The philosophical position that I align closest with is a pragmatic constructivist approach. I believe individuals may experience multiple realities and that these experiences are socially constructed. The approach by Merriam “assumes that reality is constructed intersubjectively through meanings and understandings developed socially and experientially” (Harrison et al., 2017, p. 10). When comparing Stake to Merriam, Merriam’s approach to data collection is much

more detailed, which as a novice researcher was helpful (Yazan, 2015). Merriam's approach to data analysis highlights that "consolidation, reduction and interpretation help the clear and concrete application of constructivism in analytic process more than impression and intuition" (Yazan, 2015, p. 145). Ultimately, "qualitative case study research is supported by the pragmatic approach of Merriam, informed by the rigour of Yin and enriched by the creative interpretation described by Stake" (Brown, 2008, p. 9). The research primarily followed Merriam's pragmatic approach to case study, and due to my own pragmatic and constructivist leanings this approach included influences from Stake and Yin throughout the research design where suited.

Types of Case Studies

Merriam (2009) indicated that "qualitative case studies can be characterized as being particularistic, descriptive, and heuristic" (p. 41). Particularistic refers to a specific "situation, event, program, or phenomenon" and that "the case itself is important for what it reveals about the phenomenon and for what it might represent" (Merriam, 2009, p. 42). The case should be descriptive through the use of thick descriptions on the phenomenon, and heuristic to aid in understanding (Merriam, 2009). As well, there are several types of case study research that are dependent upon the intent of the case study. One type is a historical organizational case study that examines an organization over a period of time (Merriam, 2009). Other forms include an observational case study where the primary data collection tool is observation and a biographical case study where one individual is extensively interviewed (Merriam, 2009). Multisite case studies are another type that examine and compare multiple cases (Merriam, 2009).

Stake (1995) identified three different types of case study research that include collective, instrumental, and intrinsic. This research study examined one single case, and therefore, would not be a collective or multisite case study. Within an instrumental case study, a single case is selected that focuses on an issue with an aim to better understand something (Creswell, 2017; Merriam, 2009; Stake, 1995). The focus is not the particular case but rather what can be learned from studying that case (Stake, 1995). Finally, an intrinsic case study is where there is "no 'choice' at all" (Stake, 1995, p. 3). This occurs when the case is given, such as when a researcher decides to study or evaluate a particular person, program, or policy (Stake, 1995). Intrinsic case study is when we are interested in this case "not because by studying it we learn about other cases or about some general problem, but because we need to learn about that particular case" (Stake, 1995, p. 3). As this research study sought to understand the phenomenon of

internationalization in three specific policy documents and how that phenomenon is impacting the experience of international MPA students at one university, it was labelled an intrinsic case study.

Sample Selection

Within a qualitative case study, two-tier sampling is often employed to first select the case and second to sample “within the case” (Merriam & Tisdell, 2016, p. 99). There are two forms of sampling: probability, which involves random sampling aimed to “generalize results of the study from the sample to the population” and nonprobability sampling, which involves purposeful sampling where the sample is chosen “from which the most can be learned” (Merriam & Tisdell, 2016, p. 96). Generalizability was not the aim of this research study, and therefore, I employed purposeful sampling using selection criteria for the case, participants, and documents analyzed within the research study (Merriam & Tisdell, 2016).

Selection of the Case

The selection of the case for an intrinsic case study as Stake (1995) pointed out can be “no ‘choice’ at all” (p.3) and rather it is given. This was the scenario for this case study, which aligned with the identification and selection of a topic for a Problem of Practice (PoP) that should be “grounded in experience, day-to-day realities of practice, and the drive to address specific, concrete issues of practice” (Belzer & Ryan, 2013, p. 197). As a staff member working closely with international MPA students, the case was essentially determined as I sought to evaluate how students in an MPA program were experiencing internationalization. After receiving permission from the ethics office, I then sent a letter of invitation to the director of the program and asked for permission to interview graduates of the program. Once approved, a staff member within the department sent out the invitation.

Selection of Participants to Interview

I implemented purposive sampling for this study. The criteria I used to recruit interview participants included: international student upon entry into the MPA program in question; stayed in Canada upon completion of the MPA program; graduated from the MPA program a minimum of eight months ago; and diversity of participants (country of origin and educational background). As well, the executive internship, which is an optional component of the MPA program, was taken into consideration. Specifically, the aim was to recruit an equal number of participants who participated in the internship and those who did not participate in the internship.

Participants were recruited through two e-mail invitations sent by a staff member. Those interested in participating e-mailed and were provided with additional information on the research study, which allowed them to make an informed decision on whether they wanted to participate or not.

In total, there were 25 respondents to the recruitment e-mails that were sent. There were six respondents who were sent additional information about the study, and they did not respond indicating interest in being a part of the study after being sent the additional information. There were six respondents who were not chosen to participate in the study as they were domestic students (either Canadian citizens or permanent residents) upon entry into the MPA program, and the research set out to understand the experience of international students specifically. There was one respondent who left Canada upon completion of their MPA program and has not returned, and as such, they were not chosen as the research sought to understand the Canadian employment transition. This resulted in twelve respondents remaining who met the criteria. The study originally sought to interview five to eight participants, and as such, the nine participants who had the earliest start date in the MPA program were invited to participate in the research study. Nine respondents were chosen as it was expected that at least one might drop out once the interviews were confirmed and scheduled; however, all nine respondents ended up being able to participate. This resulted in nine participants who were selected to participate in the study who held start dates in the MPA program ranging from September 2011 up until September 2020. The three participants who met the criteria but were not selected held start dates of January 2021 and September 2021.

Selection of Documents

The research sought to understand what the federal, provincial, and institutional internationalization strategies were publicly stating, if these statements were aligned, and if they translated into the experiences of international students. Publicly facing internationalization strategies were chosen as they are available on public websites and state what governments and institutions are highlighting as important. In addition, they are “formally endorsed by the highest levels of leadership and guide resource allocation” (Buckner et al., 2023, p. 5). As such, I examined Canada’s Building on Success: International Education Strategy 2019 – 2024 (Government of Canada, 2019), Saskatchewan’s International Education Strategy (Government of Saskatchewan, 2022), and the University of Saskatchewan’s International Plan – University

Plan 2025 (University of Saskatchewan, n.d.). While additional government and institutional policies and documents could have been expanded upon, feasibility and timeline of the study impacted the selection of the documents, and therefore, these three high-level strategy documents across the federal, provincial, and institutional levels were chosen.

Data Collection

Yin, Stake, and Merriam concur that within case study research, multiple data collection methods should be used together to “provide a more synergistic and comprehensive view of the issue being studied” (Harrison et al., 2017, p. 12). Yin made use of qualitative and quantitative data whereas Stake and Merriam focused on qualitative data collection (Yazan, 2015). Yin’s emphasis on a research design before any data collection occurs, requires exact planning and protocol throughout, while Stake’s flexible approach provides no guidance for when data collection begins (Yazan, 2015). Merriam focused on qualitative data collection but provided much more guidance than Stake by providing great detail on the interview process (Yazan, 2015). Ultimately, the approach that best aligned with my approach was Merriam, which provided in-depth guidance around gathering the data; however, I also kept in mind Yin’s guidance around ensuring that the research questions and theoretical propositions were top of mind throughout data collection. To aid in triangulation, multiple sources of methods were chosen to conduct this case study including semi-structured interviews as the primary data source complemented with public document analysis, and researcher memos, which are all commonly found in case study research.

Prior to the start of data collection, I created a data matrix, which “is a visual representation that depicts the way that discrete instrument level information or questions address the research questions” (Stewart, 2016, p. 228). Data matrixes are commonly used by evaluation researchers to map out research questions to the data collection tools that were selected to ensure that the instruments selected “effectively address their research questions” (Stewart, 2016, p. 218). Once I was satisfied that my data collection tools were addressing my research questions, the public document analysis was conducted first followed by the semi-structured interviews with researcher memos written throughout.

Public Documents

Public documents can aid the researcher to “uncover meaning, develop understanding, and discover insights relevant to the research problem” (Merriam & Tisdell, 2016, p. 189). I

examined the three mentioned policy documents to map the discourses of internationalization in relation to the recruitment of international students. Public documents were chosen as the research aimed to understand what the federal, provincial, and institutional internationalization strategies are publicly stating, if these statements are aligned, and if they translated into the experiences of international students.

Interviews

Interviews allow the researcher to gain insight into participants' perspectives and understand how participants "interpret the world around them" (Merriam & Tisdell, 2016, p. 108). Therefore, interviews are often used as a primary data source in qualitative case study research, and interviews are especially important when seeking to understand events in the past (Merriam & Tisdell, 2016). There are three broad forms of interviews, which include highly structured interviews, semi-structured interviews, and unstructured interviews (Merriam & Tisdell, 2016). This research study employed the use of semi-structured interviews, which included the use of flexible and open-ended questions to allow interviews "to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam & Tisdell, 2016, p. 111). As well, the interviews were conducted online synchronously through Zoom. Online interviews were chosen as the research study was examining the experiences of MPA alumni in Canada broadly, and as the research participants were located across Canada, online interviewing allowed a medium that was not "constrained by geography" (Merriam & Tisdell, 2016, p. 116). Additionally, online interviews allowed for the use of video recordings and transcription.

Prior to the interviews with the participants, a pilot interview was conducted to become comfortable with the technology, understand any potential technology issues, test the interview guide questions, and adjust any of the questions which were confusing, unhelpful, or missing. The pilot interview was conducted with a colleague who is familiar with the MPA program and was once an international student themselves. It was felt that this individual could adequately respond to the questions and assist in identifying any changes or edits needed. There were two findings from the pilot interview conducted. The first finding was the need for a quiet and uninterrupted meeting space, which included turning off all phone and computer notifications and putting a note on the office door that an interview is in progress. The second finding was the need to reorder and edit some of the interview guide questions. Specifically, questions around the

term internationalization were moved towards the end as they were a bit more difficult to answer, other questions were moved around to better work with the flow of the interview and where the answers were naturally going, and lastly a few questions were collapsed that provided similar responses – and instead, they were added as probing questions to use, if needed.

In total, nine semi-structured interviews with MPA alumni were conducted online using Zoom to virtually replicate the face-to-face interview. The interviews ranged from 45 - 70 minutes in length. An interview guide (see Appendix D) was utilized throughout the process but there was flexibility to go off script. Throughout the interviews, I aimed to better understand expectations upon entering the graduate degree program, supports provided throughout the program, the employment transition phase upon degree completion, and any supports that were or would have been beneficial. Overall, I sought to understand how the framings of internationalization within the internationalization strategies were impacting the experiences of MPA graduates during and upon degree completion. Upon completion of the interview, and prior to the data being included in the final report, the participants were allowed to review the transcript of the interview, and to add, alter, or delete information from the transcript as they saw fit.

Researcher Memos

Throughout the public document analysis, semi-structured interviews, and data analysis, I engaged in journaling and reflection using researcher memos. As part of this case study, “subjectivity is openly acknowledged,” (Harrison et al., 2017, p. 9) and therefore I needed to “embrace a reflexive stance within the study, adopting methods such as memoing and journaling that support this position” (p. 9). Journaling and reflection using researcher memos allowed me to better understand my involvement and the role that I played throughout the data collection and analysis phases. As well, the use of researcher memos enhanced the reliability of the study as it provided an avenue to record reflections, questions, and decisions made throughout the research (Merriam & Tisdell, 2016). Lastly, the researcher memos provided me a space to write down all potential ideas and insights to ensure they were captured and not lost.

Data Analysis

Within case study research, there is no exact and universal formula for data analysis, and therefore, data analysis “is one of the least developed aspects of doing case studies” (Yin, 2014, p. 133). As a novice researcher who was conducting data analysis and coding for the first time, I

reviewed multiple sources in search of the data analysis process that would best fit my research design and my own pragmatic approach to the study. As I utilized a case study methodology, I turned to Merriam, Stake, and Yin and examined their recommended approaches to data analysis before deciding upon the data analysis approach for this research study.

Constant Comparative Method

A key component of qualitative research is that the data collection and data analysis phases are ongoing and anything but linear (Merriam & Tisdell, 2016). Rather data collection and analysis occur simultaneously and began with the first piece of data collected that informs “emerging insights, hunches, and tentative hypotheses [that] direct the next phase of data collection” (Merriam & Tisdell, 2016, p. 191). Key components of data analysis include beginning early, ensuring analysis is simultaneous with collection, understanding when to stop collecting data when saturation has occurred, having a systematic management of the data, and ensuring data is stored and saved properly (Merriam & Tisdell, 2016). Ultimately, a qualitative research design is emergent in nature and while the analysis is not complete once the data collection is finished, analysis is conducted throughout the duration of collection and “becomes more intensive as the study progresses and once all the data are in” (Merriam & Tisdell, 2016, p. 195). Data analysis involves “the process of meaning making” and “is the process used to answer your research questions” (Merriam & Tisdell, 2016, p. 202). Data analysis may be conducted in a multitude of ways; however, a common data analysis technique that originated from the work of Glaser and Strauss (1967) is the use of the constant comparative method (as cited in Merriam & Tisdell, 2016).

Constant comparative method is a key component of grounded theory research in which the researcher aims to develop substantive theory; however, the constant comparative method is also used frequently in other forms of qualitative research when comparing data to search for findings (Merriam & Tisdell, 2016). The findings generated from the data analysis process results in “categories or themes or findings” and the first step of this process begins with identifying “units of analysis” (Merriam & Tisdell, 2016, p. 203). The two key components of a unit of analysis is that it is heuristic and small enough to be understood as a stand-alone piece (Merriam & Tisdell, 2016). Data analysis then results in comparing the multitude of units of analysis that emerge in an ongoing and comparative method that seeks to find commonalities within the data that emerge inductively (Merriam & Tisdell, 2016).

A frequently used definition of coding comes from Saldana (2013) who stated that a code is “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3). The constant comparative method of data analysis often begins with *open coding*, which involves reviewing the data, making notes, and seeking to uncover all potential categories found within the data (Merriam & Tisdell, 2016). This first step involves descriptive coding, which results in “assigning codes to pieces of data...to construct categories” (Merriam & Tisdell, 2016, p. 206). Open coding seeks to capture anything in the data that might be useful in answering the research questions and often results in high numbers of codes (Merriam & Tisdell, 2016).

Next, the researcher reviews the codes that emerge and begins to group the codes together through *axial coding*, which involves analysis and interpretation of the codes to group common codes together and “these patterns and regularities become the categories” (Merriam & Tisdell, 2016, p. 206). The categories that emerge “are abstractions derived from the data, not the data themselves” and involves a process that is “dialectic in which you move between seeing the big picture, and the particulars” (Merriam & Tisdell, 2016, p. 207). To achieve category construction, Merriam and Tisdell (2016) encouraged the researcher to think about the research purpose and consider their epistemological position, and then through that lens, code the data thinking of the particulars and then step back to consider the larger picture before focusing on the particulars again through a constant comparative process of the data. While open coding is descriptive in nature, axial coding moves the researcher past describing and into analyzing and interpreting the meaning of the codes into categories, themes, or findings (Merriam & Tisdell, 2016).

Once the categories have been initially constructed, you sort the data or units of analysis into the various categories that are continually being revised as the data collection and analysis phases proceed (Merriam & Tisdell, 2016). At this point, the process has been primarily inductive but as the units of analysis are placed into categories throughout the review of the data, a more deductive process emerges where “you have a category and you want to see whether it exists in subsequent data” (Merriam & Tisdell, 2016, p. 210). As you move towards saturation of the data, which is “the point at which you realize no new information, insights, or understandings are forthcoming—you will most likely be thinking in a more deductive rather than inductive mode” (Merriam & Tisdell, 2016, p. 210). Ultimately, Merriam and Tisdell (2016) stated that the

categories that emerge from the data should be responsive to the purpose of the research, exhaustive, mutually exclusive, sensitizing, and conceptually congruent. These categories may then be further analyzed for the use of “development of a model or theory to explain the data’s meaning” (Merriam & Tisdell, 2016, p. 220). This third step is commonly called *selective coding*, which involves developing “a core category, propositions, or hypotheses” (Merriam & Tisdell, 2016, p. 229).

Impression and Intuition

In reviewing the work of Stake (1995), like Merriam, he emphasized the fluidity of data collection and analysis and that there is no set starting point for data analysis. Stake (1995) highlighted impression and intuition of this process and provided categorical aggregation and direct interpretation as two ways to analyze the data. This analysis involves “direct interpretation of the individual instance and through aggregation of instances until something can be said about them as a class” (Stake, 1995, p. 74). Ultimately, the researcher needs to find the approach to data analysis that is best suited to the research (Stake, 1995).

Logic Models

Yin (2014) highlighted four general strategies a researcher can employ to guide the data analysis, and then followed with five techniques for analyzing the data that may be used in any combination. The four general strategies included relying on theoretical propositions, working your data from the “ground up”, developing a case description, and examining plausible rival explanations (Yin, 2014). The five techniques for data analysis included pattern matching, explanation building, time-series analysis, program logic models, and cross-case synthesis (Yin, 2014). In reviewing the various techniques offered by Yin (2014), as I was employing a program evaluation approach and the use of logic models, I explored program logic models further. Using logic models for data analysis involves “matching empirically observed events to theoretically predicted events” (Yin, 2014, p. 155). For a qualitative case study, Yin (2014) indicated the “analysis would first compare the consistency between the observed and the originally stipulated sequence” (p. 156). This step would follow with “additional qualitative data, explaining in a fair manner why the sequence had been affirmed (or rejected or modified)” (Yin, 2014, p. 156). Logic models as previously described in Paper One, involve inputs, activities, outputs, and outcomes.

However, Yin (2014) provided two additional considerations within logic models that included “highlighting the transitions not just the activities” (p. 159) and “attending to contextual conditions” (p. 162). Within a logic model, arrows are used between the boxes, for example, between outputs and outcomes. However, the arrows do not explain the “how and why an event (in one box) appeared to have produced a subsequent event (in the next box)” (Yin, 2014, p. 162). To aid in explaining this transition, Yin (2014) advised “to collect and present data about the transitions, not just the events” (p. 162). Next, Yin (2014) advised that contextual conditions are important to the case and to not attend to them could “yield a case study with an incomplete if not misleading understanding of the case” (p. 162). Therefore, the logic model should incorporate the importance of transitions and contextual conditions by drawing “explicit attention to the possibility of a whole host of relevant real-world and other contextual conditions” (Yin, 2014, p. 163). Ultimately, all qualitative research must ensure that the work is credible and trustworthy, and a key way to ensure this is through transparency and ensuring that the reader understands how the researcher approached and conducted the research (Linneberg & Korsgaard, 2019). As such, I will next outline the data analysis conducted and how my approach to the research influenced the choices that were made.

Data Analysis for Research Study

The data analysis approach that I chose for this study was influenced by Merriam, Yin, and Stake. First, the document analysis employed a blended approach to data analysis using deductive and inductive coding. Then, the interviews drew heavily on the constant comparative method and logic models. The researcher memos documented the choices and steps that were made throughout the data analysis as research unfolded.

Public Document Analysis – Blended Approach

A purely inductive approach to data analysis “is relevant when doing an exploratory study or when no theoretical concepts are immediately available to help you grasp the phenomenon being studied” (Linneberg & Korsgaard, 2019, p. 263). However, there is extensive literature on the framing of internationalization, which the first part of this research study examined. I was interested in understanding if the findings from the literature review and theoretical frameworks that guided the study were also found in the review of these three internationalization strategies. Therefore, I utilized a combination approach to data analysis where I began with initial deductive categories that emerged throughout the review of the pre-

existing literature and theoretical frameworks around the discourses on internationalization. Using the literature review and theoretical frameworks chosen for the research study, I created a deductive hierarchical coding frame that used descriptive coding. This ensured that I did not “lose theoretical focus” (Linneberg & Korsgaard, 2019, p. 264). Using these initial codes while also looking for emerging, inductive codes, I coded the three internationalization strategies. This blended approach to coding allowed me to “remain open to surprises in the data while at the same time staying attuned to existing theories” (Linneberg & Korsgaard, 2019, p. 264). I then followed the steps of open coding, axial coding, and selective coding, which resulted in a final coding frame.

Interview Analysis – Constant Comparative Method and Logic Models

For the next phase of research, I drew heavily on the constant comparative method that employed primarily inductive coding emerging from the data. The data analysis of the documents employed a blended approach, which was deemed appropriate to not lose theoretical focus and as one of the aims of the research study was to understand how internationalization was being framed in strategy documents. As extensive literature is available on the framing of internationalization, it made sense to use this blended approach to understand if what was being stated in the literature was found in my review. However, as I moved onto the interviews, the second phase of my research study aimed to understand what the experiences of international MPA students were in their words. The research aimed to give a voice to international students, and as such, it did not make sense to use a deductive or blended approach that might misinterpret or lose meaning of the voices of international students. As such, a purely emerging and inductive approach to coding was used to best capture the intentions, thoughts, and words of the international MPA students who were being interviewed. Therefore, this approach began with open coding where the transcripts were reviewed and all initial codes that might respond to the research questions were coded followed by axial coding and selective coding. For this research study, logic models were deemed relevant as the study sought to understand how internationalization “was intended to produce a certain outcome,” and in this case, the outcome being Canadian employment (Yin, 2014, p. 156). As such, logic models were also used as an analytic tool throughout this study.

Researcher Memos

The document analysis employed a blended approach using deductive and inductive coding to understand if the framing of internationalization found in the literature was found in the review of the three strategy documents analyzed. Then, the interviews were analyzed using a purely inductive approach to best capture the voices of international students through the constant comparative method and logic models. Throughout the data collection and analysis phases, I regularly completed memos to highlight my role in the research, the steps followed, and the analysis that was emerging alongside the data collection. In this ongoing phase of data analysis, I compared the findings from the document analysis, and if what the internationalization strategies stated, were also found in the findings that emerged from the interviews with international students.

Data Management

Throughout data collection and analysis, a data management plan must be followed to allow for ease of coding and retrieving (Merriam & Tisdell, 2016). A data management plan may utilize computer assisted qualitative data analysis software; however, software may be expensive, time-consuming to learn, and “too powerful” for a smaller qualitative study (Merriam & Tisdell, 2016, p. 224). As such, another option is to use a word processor or spreadsheet to suit the needs of the research study (Merriam & Tisdell, 2016). This case study research utilized word processors and spreadsheets to capture the data.

Validity and Reliability

Validity and reliability are key components when conducting qualitative research, and the research design must have coherence and “a perspective congruent with the philosophical assumptions underlying the paradigm” (Merriam & Tisdell, 2016, p. 239). The research took a pragmatic constructivist approach, which aligned with the qualitative research approach taken by Merriam and Tisdell (2016) that emphasized the importance of “methodological rigor” (p. 242). To proceed with constructivist qualitative research, it is imperative to consider internal validity (i.e., credibility), reliability (i.e., consistency), and external validity (i.e., transferability) (Merriam & Tisdell, 2016).

Credibility

There are several strategies that Merriam and Tisdell (2016) highlighted to enhance the internal validity of a research study, which is concerned with “how research findings match

reality” (p. 242). However, validity is a contested term in qualitative research, which recognizes there are multiple realities possible (Merriam & Tisdell, 2016). Furthermore, validity in a constructivist qualitative research study “must be assessed in terms of something other than reality itself (which can never be grasped)” and Merriam and Tisdell (2016) highlighted the “notion of credibility; that is, are the findings credible, given the data presented?” (p. 242). To achieve credibility in a research study, there are several strategies that can be employed.

The first strategy is triangulation, which was employed in this research study through the use of multiple methods, multiple sources of data, and multiple theories (Merriam & Tisdell, 2016). The research study used multiple data collection methods, which included interviews, public documents, and researcher memos. Throughout data collection, multiple sources of data were collected by interviewing diverse participants and reviewing internationalization strategies at the federal, provincial, and institutional levels. The data analysis employed multiple analytic tools that included a blended approach using deductive and inductive coding, constant comparative method, and logic models. In addition, multiple theories and frameworks were used to approach the data with social cartographies.

The second strategy to achieve credibility is the use of member checks. Upon completion of the interviews, I conducted transcript verification with the participants to ensure the transcripts were an accurate recording of the interview. The third strategy involved “adequate engagement in data collection” (Merriam & Tisdell, 2016, p. 246) to ensure saturation was reached but also seeking and exploring any variation in the data. The research set out to understand the experiences of international students recognizing that experiences are varied and different and attempted to highlight these differences as opposed to just highlighting similar experiences. The review of the interview transcripts was extensive with each transcript being reviewed over ten times and examined from different analytic approaches. Fourth, reflexivity of the researcher needs to be considered and the “biases, dispositions, and assumptions” need to be transparent to understand how the researcher has interpreted and influenced the research (Merriam & Tisdell, 2016, p. 249). One of the data collection methods for the research study was the use of researcher memos, which allowed for the transparent understanding of my research position and reflexivity towards the study.

Consistency

Reliability is concerned with “the extent to which research findings can be replicated,” which like validity, can be a contested term in qualitative research where “human behavior is never static” and there is no single reality (Merriam & Tisdell, 2016, p. 250). Therefore, “the more important question for qualitative research is whether the results are consistent with the data collected” (Merriam & Tisdell, 2016, p. 251). To seek consistency, a researcher can employ the strategies of triangulation, and reflexivity, similar to when seeking credibility (Merriam & Tisdell, 2016). In addition, the researcher can employ an audit trail, which “describes in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry” (Merriam & Tisdell, 2016, p. 252). One of the data collection methods used for this research study was researcher memos, which provided an extensive and detailed account of the research steps conducted and aided in the consistency of the study.

Transferability

While internal validity is concerned with credibility, external validity seeks to understand generalizability or if the “the findings of one study can be applied to other situations” (Merriam & Tisdell, 2016, p. 253). External validity is another contested term as the aim of much qualitative research is not generalizability, and therefore, must be thought of “in ways appropriate to the philosophical underpinnings of qualitative research” (Merriam & Tisdell, 2016, p. 254). As such, the concept of transferability can be considered where “the person who reads the study decides whether the findings can apply to his or her particular situation” (Merriam & Tisdell, 2016, p. 256). One strategy to enhance transferability is through the use of rich, thick descriptions, which “refers to a description of the setting and participants of the study, as well as the detailed description of the findings with adequate evidence presented in the forms of quotes from participant interviews, fields notes, and documents” (Merriam & Tisdell, 2016, p. 257). Rich, thick descriptions were used in the write-up of the findings of this research study, which highlighted the voices of international students. Another strategy is the use of maximum variation, which can either be for the selection of the case or the selection of participants or documents to be examined. For this research study, selection of the participants took into consideration maximum variation to both understand diversity in experiences but also to understand commonalities.

Ethical Consideration

Within a research study, there are several situational ethical considerations that must be considered such as “the protection of subjects from harm, the right to privacy, the notion of informed consent, and the issue of deception” (Merriam & Tisdell, 2016, p. 261). These considerations must be made prior to the study commencing and identified through the ethics application. Within the research study, the data I collected from the interviews identified the participants; however, the identifying features were removed prior to saving to OneDrive. Further, pseudonyms were used during the data analysis and writing phase so as not to explicitly identify individuals. Consent forms with interview participants’ names were stored in a separate OneDrive folder. I maintained a single master list connecting participants’ identity to the pseudonym on the datasheet. The master list was saved separately from the transcripts. Due to the recruiting and selecting of participants, anonymity was not completely possible; however, it was protected during the data storage, analysis, and writing phases.

In addition to situational ethical considerations, there are also relational ethical considerations, and ultimately, “the validity and reliability of a study depend upon the ethics of the investigator” and rigorous thinking (Merriam & Tisdell, 2016, p. 260). These relational aspects are considerations that need to be made throughout the research study and depend “upon the investigator’s own sensitivity and values” (Merriam & Tisdell, 2016, p. 261). As someone who works with international students in an MPA program, I was empathetic towards the participants and felt I could foster an open, relational conversation. In addition to the ethical considerations through the data collection phase, there are also considerations during the data analysis phase as the data is interpreted by the researcher who decides “what should or should not be attended to when collecting and analyzing data” (Merriam & Tisdell, 2016, p. 264).

Paper Three Summary

Paper Three provides a detailed description of the research design for the study on Policy Convergence, Disconnect, and Silence: A Case Study on the Framings and Impacts of Internationalization on the Experiences of International MPA Students in Canada. The paper provides detail on the policy evaluation approach to inquiry chosen and the qualitative case study method utilized. Specifically, it draws upon the work of Merriam, Stake, and Yin as three seminal scholars frequently associated with case study research. Then, the sample selections of the case, participants, and documents are discussed followed by the specific data collection

methods of public document analysis, semi-structured interviews, and researcher memos. Paper Three then provides an overview of the data analysis utilized, which includes the constant comparative method through a primarily inductive approach with the use of open, axial, and selective coding. In addition, as the approach to inquiry was a policy evaluation, the use of the logic model was incorporated as a second data analysis technique. Finally, credibility, consistency, and transferability notions are outlined before concluding with ethical considerations.

PAPER FOUR: FINDINGS

In 2023, Canada hosted over one million international students at all levels of study, which was a “29% increase in international students in Canada from 2022 to 2023” with a “63% growth over the previous five years and more than 200% growth over the last decade” (Canadian Bureau for International Education, [CBIE] n.d.). CBIE further reported that “72.5% of international students plan to apply for a post-graduate work permit” and that “60% of international students plan to apply for permanent residence in Canada” (CBIE, n.d.). These numbers indicate that international students are not only coming to Canada to study but that they want to remain here after their studies long-term. As well, post-secondary institutions are recruiting high numbers of international students, and the federal and provincial governments are seeking skilled labourers to meet the Canadian labour shortage (Brunner et al., 2024). However, the framing of internationalization has come under scrutiny as it relates to international student recruitment, and several scholars are calling for a reframing towards a more ethical form of internationalization that is not dominated by a strategic or competitive discourse (Beck & Ilieva, 2019; Buckner et al., 2023; Guo & Guo, 2017; Knight, 2013; Ramaswamy et al., 2021; Stein, 2021; Stein et al., 2019). Further, research indicates that contrary to what federal and provincial internationalization strategies suggest, international students are not transitioning seamlessly into desired employment in Canada upon degree completion, and there is a gap in support to assist this transition (Scott et al., 2015; Trilokekar & El Masri, 2017). To address this gap in support, there is a need for additional research, like this study, to allow institutions to better understand the experiences of international students and to implement change and support where needed to assist in this transition.

Researcher Background

I am a white settler who grew up in rural Saskatchewan. Currently, I am the Manager of On-Site Graduate Programs with the Johnson Shoyama Graduate School of Public Policy (JSGS), USask where I have been employed since 2009. Working in an academic unit has allowed me to gain extensive experience and knowledge of the entire student lifecycle and the opportunity to work closely with a diverse student body. This opportunity has provided me with a greater understanding of the student perspective as I work closely with international students, who share their experiences with me. During this time, I have witnessed international students encounter language, social, financial, academic, and employment barriers. These experiences

drew me to this study. As an institution that actively recruits international graduate students, we have a responsibility to support students before arriving, during the program, and upon degree completion at USask that could also be utilized across other Canadian post-secondary institutions.

Key Concepts Related to the Problem of Practice

The Doctor of Education (EdD) in Educational Leadership program first asks individuals to approach and then seek to solve a Problem of Practice (PoP) within their profession. When addressing PoP, several key concepts must be met. PoP enable researchers to challenge “questions of equity, ethics, and social justice to bring about solutions to complex problems” (Carnegie Project on the Education Doctorate, n.d.). To approach these complex problems, researchers must “blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice” (Carnegie Project on the Education Doctorate, n.d.). Ultimately, the work is “grounded in experience, day-to-day realities of practice, and the drive to address specific, concrete issues of practice” (Belzer & Ryan, 2013, p. 197). PoP must meet the requirements of being a persistent problem, contextualized, and when addressed, will improve the situation (Leach et al., 2021). This PoP is persistent in that there are ongoing tensions around the framing of internationalization and the experiences of international students in Canada. The PoP is contextualized as it specifically examined how international MPA students at USask experience internationalization. As well, the PoP is on a specific issue that aimed to better understand how the narrative in documents impact and translate into experience.

In addition to meeting the key concepts, a PoP must be adequately identified, defined, and framed to fully understand the issue and the potential causes (Leach et al., 2021). First, PoPs are identified as a priority to the institution and are often tied to strategic goals (Leach et al., 2021). Internationalization, including the recruitment of international students, is a prioritized strategic goal of USask. Second, the issue must be defined, which includes justifying “the gap between the current state and the ideal” (Leach et al., 2021, p. 2). There is a gap in supporting international graduate students transitioning into employment post-graduation in Canada. Third, the framing of a PoP requires examining the broader context and “the potential causes of the issue as well as individual assumptions and lenses that may influence the development of the frame” (Leach et al., 2021, p. 2). The broader framing of internationalization is a complex phenomenon that does not have a simple solution and is debated and influenced by individual

perceptions. The key to a successful PoP is that evidence must be used to frame PoPs and should include “multiple modes of evidence, including secondary, primary, and/or anecdotal data in addition to relevant literature” (Leach et al., 2021, p. 2). This research study analyzed public-facing internationalization strategies to frame the PoP, collected empirical data through interviewing, and included researcher journalling.

Purpose and Research Questions

The research evaluated the framing of internationalization in policy documents and aimed to understand how this framing impacted international MPA students’ expectations and experiences during and upon degree completion. The purpose of this study was to understand the experiences of international MPA students both during their MPA program as well as transitioning into Canadian employment and what academic programming and student supports were or would have been beneficial. An overarching question and three secondary questions guided the research:

- How are the framings of internationalization within the Canadian, Saskatchewan, and University of Saskatchewan (USask) internationalization strategies impacting the experiences of international MPA graduate students during and upon degree completion?
 - How is internationalization framed at and across multiple policy levels in Canada’s Building on Success: International Education Strategy 2019-2024, Saskatchewan’s International Education Strategy, and the University of Saskatchewan’s International Plan – University Plan 2025?
 - What are the experiences of international MPA students throughout and upon degree completion?
 - What academic programming and student supports contribute to the successful transition of MPA students into Canadian employment?

The research questions guided and directed the choices made throughout the study.

Brief Description of Extant Literature and Related Studies

There are three overarching themes that provide background for the research on Policy Convergence, Disconnect, and Silence: A Case Study on the Framings and Impacts of Internationalization on the Experiences of International MPA Students in Canada. First, I investigate the history of the Canadian international education policy landscape, including the intersectionality of education, immigration, and the economy. Second, I examine the framing of

internationalization. Thereafter, I explore the international graduate student experience upon degree completion in Canada.

Canadian International Education Policy Landscape

After the Second World War, international activity mainly involved student and faculty exchange as well as curriculum and program development (Beck & Pidgeon, 2020). The rationale for international education during this period was “characterized by a logic of soft power, through which the federal government focused on building relationships with the international community” (Sabzalieva et al., 2022, p. 187). International students would come to Canada to complete a degree abroad and then return to their home country ready to contribute (Knight, 2013). Looking back at international student policy in Canada since 1970, McCartney (2021) argues that from 1970 to 2020 there have been four substantial periods or eras of thought around international students that have impacted policy. Policymaking is highly complex, and McCartney (2021) stated that “by viewing the development of the policy in historical trajectory, the underlying debates shaping that policy come into view” (p. 34). Therefore, I will briefly outline these four periods of time, followed by the fifth current period of international education policy in Canada.

The first period ranged from 1970 – 1985, with the emergence of many ideas that formed the international student policy of today (El Masri, 2020; McCartney, 2021). Specifically, these three ideas emerged: “the classification of international students as migrants, and therefore undeserving of taxpayer support; the adoption of differential tuition fees; and the standardization of the notion of international students as relatively wealthy foreigners” (McCartney, 2021, p. 36). This period emphasized that “international students were no longer just an extension of Canada’s foreign policy goals; they could benefit Canada in other ways” (McCartney, 2021, p. 38). As such, the concept of using international students to serve Canada economically emerged and continues to influence modern international education policy (McCartney, 2021).

According to McCartney (2021), this second period between 1985 to 2001 came with the emergence of internationalization as a priority for post-secondary institutions. During this period, government funding was reduced, and institutions began actively recruiting international students for economic incentives. However, “while fiscal pressures were the driving force for institutional recruitment efforts, public discussion focused on the intellectual value of increasingly globally engaged campuses” (McCartney, 2021, p. 39). As such, the emergence of

two opposing discourses on the benefits of internationalization carry forward to today. One view concerns an internal and economic focus on revenue and balancing the budget and another view is outwardly focused and globally oriented.

The third period of change was between 2001 to 2014 when the federal government “revised Canadian immigration policy to make studying in Canada the first step on a path to citizenship” (McCartney, 2021, p. 39). This policy change assisted post-secondary institutions in the recruitment of international students; however, a new narrative of international students as “ideal immigrants” also emerged (Brunner, 2021; McCartney, 2021). Canada was facing an aging population, and international students that were young, skilled, proficient in English, and already studying in Canada were viewed as a policy solution to this issue (Brunner, 2021; McCartney, 2021). As such, “two-step immigration, or the permanent retention of temporary residents already integrated into local labour markets” emerged (Brunner, 2021, p. 26). However, in July 2011, Bill C-35 was passed that limited “student access to immigration advice and services” (Bozheva, 2020, p. 447). RCICs provide support on permanent residency while RISIAs may only provide student visa and study permit support (Bozheva, 2020). Further, educational institutions do not have to hire either consultant, and “it is the institution’s responsibility to decide whether they invest in immigration support on campus” (Bozheva, 2020, p. 447).

The fourth period between 2014 to 2020 came with the release of Canada’s first International Education Strategy that emphasized the economic benefits of internationalization (McCartney, 2021). It was the first strategy that “signaled the incorporation of post-secondary education into Canada’s economic policy regime as a major export” (McCartney, 2021, p. 41). As such, the “commodification of education in Canada” was born, but this period also marked the emergence of research and scholarship that raised the ethics and justice of internationalization and highlighted the struggles and difficulties that international students face (McCartney, 2021, p. 41).

The fifth period, since 2020, highlights how the former two-step immigration—study and apply for permanent residency—has now shifted towards three-step immigration, or edugration, a term coined by Lisa Brunner (2021), which encompasses the link between study, employment, and immigration. This lengthy process leaves international students in a state of limbo for several years “in which entitlements such as working, voting, and social services are restricted, settlement costs are borne by individuals, and permanent residency is never guaranteed”

(Brunner, 2021, p. 30). As well, it has resulted in the blurring of “the line between student and immigrant recruitment” but also “the co-dependency between higher education and other immigrant actors (such as the state)” (Brunner, 2021, p. 27). Ultimately, education is viewed “as a triple win: students gain a valuable education and desirable citizenship on the global market; higher education institutions gain revenue, labor, and diversity; and immigrant-dependent countries gain human-economic capital, population growth, and soft power” (Brunner, 2021, p. 29). However, education may also be viewed as a continuation of Western supremacy and power, ongoing brain drain, the continuing integration of international students (and loss of culture), and ongoing role of colonialism (Brunner, 2021). The ethical concerns regarding international student policy are increasing in complexity and the solutions are not simple or straightforward.

The Framing of Internationalization

There have been calls for a re-framing of internationalization to return to a more positive discourse that focuses on global citizenship and social responsibility (Knight, 2013). However, the view that internationalization has only two major discourses—strategic and social responsibility—and that we need to shift from strategic towards social responsibility might be too simplistic. Some scholars have begun to argue that simplifying the discourses of internationalization does not recognize the nuance and complexity that is required to transform internationalization (Beck & Ilieva, 2019; Stein, 2021; Stein et al., 2019), nor does it “engage with issues of power, equality, and dominance” (Mittelmeier & Yang, 2022, p. 78). There is consensus that an improvement or re-framing of internationalization is necessary, but what that encompasses is up for debate.

A social justice discourse of internationalization supports intercultural competency, global citizenship, diversity, collaboration, cooperation, community, public good, inclusivity, and overall framing of social responsibility (Buckner et al., 2020; El Masri, 2020; King, 2020; Knight, 2013; Ramaswamy et al., 2021). However, a more strategic discourse of internationalization focuses on the recruitment of international students, revenue generation, economic benefits, and global rankings with a self-focused and strategic intent (Buckner et al., 2020; El Masri, 2020; Johnstone & Lee, 2014; King, 2020; Knight, 2013; Ramaswamy et al., 2021). Multiple studies were examined throughout the literature review and there was agreement that internationalization discourses are nuanced and overlapping (Beck & Ilieva, 2019; Guo &

Guo, 2017; Stein, 2021; Stein et al., 2019). However, some studies referenced either a positive (social responsibility) or negative (strategic) framing of internationalization (Buckner et al., 2023; Ramaswamy et al., 2021), whereas other studies highlighted the complexity of internationalization and that multiple narratives may mutually co-exist (Beck & Ilieva, 2019; Stein, 2021; Stein et al., 2019).

Internationalization scholars Jane Knight and Hans de Wit supplied four rationales for internationalization including academic, economic, political, and cultural (Beck & Ilieva, 2019; Guo & Guo, 2017). Jonas Stier (2010) built on the rationales and provided ideologies, which are “a set of principles, underpinnings, goals and strategies” (Stier, 2010, as cited in Beck & Ilieva, 2019, pg. 21), for internationalization including idealism (global good and cooperation), instrumentalism (economic and market), and educationalism (pursuit of learning). Andreotti et al. (2016) provided social cartography to map internationalization through four discourses of neoliberal, global good, anti-oppressive, and relational trans-localism and highlighted the ability of this approach to support complexity and nuance in practice. This social cartography approach is also supported by the work of Stein (2021) who provided “three different theories of change” (p. 1778). Stein (2021) highlighted liberal, anti-oppressive, and decolonial theories of changes. Stein et al.’s (2019) approach recognized that responses “depend on the context-specific configuration of power, policy, and desires; this makes it difficult to pose simple or static solutions” (p. 24).

Experiences of International Students Upon Degree Completion

Next, I explored the international graduate student experience upon degree completion in Canada. While the motivations of international students for studying abroad cannot be assumed to be the same, a primary driver is to “secure a rewarding career upon graduation” and “successfully transitioning to the labor market is critical for students to earn stable income, provide for their families, and repay student debt in their home country” (Gopal, 2022, p. 78). The experiences of international students transitioning into the Canadian workforce indicates international students encounter obstacles moving into employment that are related to language (Garcea & Hibbert, 2014; Scott et al., 2015), community acceptance (Scott et al., 2015), lack of network connections (El Masri & Khan, 2022; Garcea & Hibbert, 2014; Trilokekar & El Masri, 2017), lack of Canadian work experience (El Masri & Khan, 2022; Trilokekar & El Masri, 2017), lack of transitional supports (Brunner et al., 2024; El Masri & Khan, 2022; Gopal, 2022),

discrimination (El Masri & Khan, 2022; Gopal, 2022; Scott et al., 2015; Trilokekar & El Masri, 2017), and evolving federal immigration regulations (Brunner et al., 2024; Gopal, 2022).

El Masri and Khan (2022) indicated that government and institutions have a responsibility to move towards “trans-organizational collaboration; holistic student support approach, changing harmful narratives, and engaging in research-informed practice” (p. 7) to support the international students they so highly desire. Further, studies have found that an internship component is a key component in complementing the earning of a degree and “provides an advantage to an already competitive labor market” (Gopal, 2022, p. 79). The question of “who is ultimately responsible for the transition of international students from students to immigrants” needs to be examined (Sabzalieva et al., 2022, p. 196). Given the multi-step nature of education and the policy nexus of education and immigration in Canada, the response to who is responsible has “policy implications” (Brunner et al., 2024, p. 6). Sabzalieva et al. (2022) argued that “the onus for labour market success lies with individual students, but this responsibility should be delineated and shared across key stakeholder groups” (p. 196). However, “international students are ineligible for many formal government-funded settlement and integration services,” and supports within post-secondary education are found to be “poorly integrated with community supports” (Brunner et al., 2024, p. 6). Brunner et al. (2024) highlighted how this “lack of coordinated settlement and integration support for international students has become a major issue in Canada” (p. 6).

Conceptualization of International Canadian Education Policy

The review of the literature of the Canadian international education policy landscape provided historical and contextual considerations for the research study. The evolution of international education over time as soft power and aid to international students as a source of revenue to a source of employment and residency assists in understanding the ideas and rationales behind internationalization efforts in Canada that impact MPA students. Next, the framings of internationalization across the literature were used to provide a beginning coding frame for the research study that were used to map onto the three internationalization strategies examined to understand if what was found in the literature was also prevalent in the strategies examined. Finally, the literature on the experiences of international students upon degree completion were examined and compared to the findings from the interviews with international MPA students in Canada.

Theoretical Framework – Social Cartography of Theories of Change

Stein's (2021) social cartographies of change can be utilized to better understand the efforts behind internationalization practices and how to influence positive change moving forward. The liberal approach to change is very much enthralled with the notion that internationalization is for the "global public good" (Stein, 2021, p. 1778) and that internationalization must return to the positive force it was in the past. This approach highlights that economic and market incentives have corrupted internationalization and that a return to "development and capacity building" is needed (Stein, 2021, p. 1778). This approach lives within a Western-centred focus and "naturalizes certain architectures of existence as if they were universal" (Stein et al., 2019, p. 26). Stein et al. (2019) stressed that the "current hegemony of liberal ethics will need to be denaturalized (without dismissing its gifts); otherwise, this approach will continue to crowd out other possibilities" (p. 24). The liberal approach is the dominant approach within critical internationalization studies today (Stein, 2021).

The anti-oppressive approach to change challenges the notion that internationalization was once purely good and instead argues for equity for all and highlights issues like the North/South debate and that internationalization efforts must ensure that internationalization is for everyone through "global solidarity" (Stein, 2021, p. 1778). This approach begins to challenge power and critically examine internationalization; however, this approach lives within the colonial institutional structures of our institutions, and while the approach challenges equity, it does not challenge the structure itself (Stein, 2021).

The decolonial approach to change "dwells in the messy places" (Stein et al., 2019, p. 28) and "emphasize[s] that systemic forms of domination are not just material and epistemic, but also ontological – that is, they sanction particular modes of existence, and foreclose others" (Stein, 2021, p. 1779). This approach asks us to rethink and reimagine internationalization completely (Stein et al., 2019). As well, this approach both "recognizes the gifts as well as the colonizing tendencies of both Western liberal and critical ethical traditions" (Stein et al., 2019, p. 28). This approach does not prescribe a right and wrong way but instead asks us "to surrender our learned sense of superiority" and to seek to understand our "interdependence with and responsibility to each other and the earth itself" (Stein, 2021, p. 1779). Stein (2021) did not argue for one approach per se but rather called on scholars to drop any preconceived notions and to make "space for complexity, uncertainty, and complicity" to meet the challenges of today (p.

1771). Utilizing Stein's (2021) social cartography will give space for that complexity in research and practice.

Methodology

The approach to inquiry that was chosen was a policy evaluation as the research study sought to understand how the internationalization of post-secondary education is impacting the experiences of international MPA students in Canada. In undertaking this qualitative case study, I centered the experiences of international MPA alumni at the University of Saskatchewan to understand their experience as a student, and their expectations and experiences around post-graduation employment outcomes in Canada prior, throughout, and upon degree completion. I utilized document analysis to examine the experiences as expressed by alumni through semi-structured interviews in comparison to the framings of internationalization within the federal, provincial, and USask internationalizations strategies. The research primarily followed Merriam's pragmatic approach to case study, and due to my own pragmatic and constructivist leanings this approach included influences from Yin, including the incorporation of logic models, and Stake throughout the research design where suited.

Sample and Data Collection

Within a qualitative case study, two-tier sampling is often employed to first select the case and second to sample "within the case" (Merriam & Tisdell, 2016, p. 99). The selection of the case for an intrinsic case study as Stake (1995) pointed out can be "no 'choice' at all" (p.3) and rather it is given. This was the scenario for this case study as the case was essentially determined as I sought to evaluate how students in the MPA program where I am employed were impacted by internationalization. To aid in triangulation, multiple methods were chosen to conduct this case study including semi-structured interviews as the primary data source complemented with public document analysis, and researcher memos, which are all commonly found in case study research. The public document analysis was conducted first followed by the semi-structured interviews with researcher memos written throughout.

Public Documents

Internationalization strategies, a form of normative isomorphism, are public-facing documents used to gain acceptance from multiple stakeholders and are endorsed by those in positions of power within universities (Buckner et al., 2023). Therefore, strategies can be examined to understand the priorities and strategic direction of post-secondary institutions

(Buckner et al., 2023). Public facing internationalization strategies were chosen as they are available on public websites and highlight how governments and institutions view and approach internationalization. As such, I examined Canada's Building on Success: International Education Strategy 2019 – 2024 (Government of Canada, 2019), Saskatchewan's International Education Strategy (Government of Saskatchewan, 2022), and the University of Saskatchewan's International Plan – University Plan 2025 (University of Saskatchewan, n.d.) to map the framing of internationalization in relation to the recruitment of international students.

Interviews

After research ethics board approval and with participant written consent, there were nine participants selected and interviewed for this research study. Purposive sampling was used to recruit interview participants who met the following criteria: international student upon entry into the MPA program in question; stayed in Canada upon completion of the MPA program; graduated from the MPA program a minimum of eight months ago; and diversity of participants (country of origin and educational background). As well, the executive internship, which is an optional component of the MPA program, was taken into consideration. Specifically, the aim was to recruit an equal number of participants who participated in the internship and those who did not participate in the internship.

The use of semi-structured interviews were employed, which included the use of flexible and open-ended questions to allow interviews “to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (Merriam & Tisdell, 2016, p. 111). The interviews were conducted online synchronously through Zoom and ranged between 45 – 70 minutes in length. Throughout the interviews, I aimed to better understand expectations upon entering the graduate degree program, academic programming and supports provided throughout the MPA program, the employment transition phase upon degree completion, any supports that were or would have been beneficial, the education provided about Indigenous Peoples in Canada, and participants' understanding of the term internationalization. Overall, I sought to understand if and how the framings of internationalization within the internationalization strategies were impacting the experiences of MPA graduates throughout and upon degree completion.

The participants included two females and seven males from Poland, Iran (2), China, Zambia, Yemen, Ghana, India, and Nigeria. Of the nine participants, six participants took part in

the optional internship component during their MPA program. In addition, the participants that were selected entered the MPA program between September 2009 and September 2020. During this 11-year period, there were three different versions of the MPA program. The research study sought to understand the individual experiences of the participants; however, due to the three different versions of the MPA program and the international education policy contextual considerations that aligned with these time frames, I not only engaged in comparison between participants but also comparison between the groups of students throughout the data analysis when appropriate.

The MPA program between 2009 and 2014 consisted of five core courses and five elective courses (30 credit units). This period aligned with the third period outlined in Paper Two, which described international students as “ideal immigrants,” and during this time period, there was no federal internationalization strategy. There were four participants from this period, and I have labelled this group MPA-A. The MPA program between 2015 and 2019 consisted of 10 core courses and two elective courses (36 credit units). This period aligned with the release of the first federal internationalization strategy and the marketization of international students. This group of students began before the Covid-19 pandemic, and while they may have been students in program when Covid-19 began, they would have had at minimum six months in-person in the classroom. There were three participants from this period, which were labelled MPA-B. Finally, the MPA program from 2020 and onwards consisted of 10 core courses and two elective courses (36 credit units), which included the same amount of core and elective courses; however, three of the core courses are different than the previous program (MPA-B). This period aligned with the edugration period, or three-step immigration; as well, these students began during the pandemic in an online delivery format. This group was labelled MPA-C and there were two participants from this period. Table 4.1 below shows the demographic profile of the participants.

Table 4.1*Demographic Profile of Participants*

	Educational Background Bachelors (B) / Masters (M)	Professional Experience	Internship	Group
Emeryk	M - Political Science	No	No	MPA-A
Leila	B - English & Translation Studies	Yes	No	MPA-A
Nasir	M - Political Studies	Yes	Yes	MPA-A
Ling	B - International Politics	No	Yes	MPA-A
James	B - Public Administration	Yes	Yes	MPA-B
Amar	B - Political Science	No	Yes	MPA-B
Eric	M - Economics & Math	Yes	No	MPA-B
Sanjay	B - Engineering	Yes	Yes	MPA-C
Patrick	B - Political Science & Public Administration	Yes	Yes	MPA-C

The table above highlights education, professional experience (prior to entering the MPA program), internship (if they took part or not), and the group (period they were in the MPA program). The research did not examine gender or country of origin impacts, and as such, were not included in the table above.

Researcher Memos

Throughout the public document analysis, semi-structured interviews, and data analysis, I engaged in journaling and reflection using researcher memos. Journaling and reflection using researcher memos allowed me to better understand my involvement and role that I played throughout the data collection and analysis phases. As well, it provided the space to begin to engage in analysis throughout the collection phase and record the decisions being made and the rationale behind.

Data Analysis

The data analysis approach that was chosen for this study was influenced by Merriam, Yin, and Stake. The document analysis employed a blended approach using deductive and inductive coding to understand if the framings of internationalization found in the literature were found in the review of the three strategy documents analyzed. Then, the interviews were analyzed using an inductive approach to best capture the voices of international students through the constant comparative method. As well, as the approach to inquiry was a policy evaluation, logic models were utilized during the data analysis process to map out the inputs, activities, outputs, and outcomes of the experiences of students. Throughout the data collection and analysis phases, I completed memos that highlighted my role in the research, the steps followed, and the analysis that emerged alongside the data collection. In this ongoing phase of data

analysis, I compared the findings from the document analysis to understand how the framings within the internationalization strategies were impacting international MPA students.

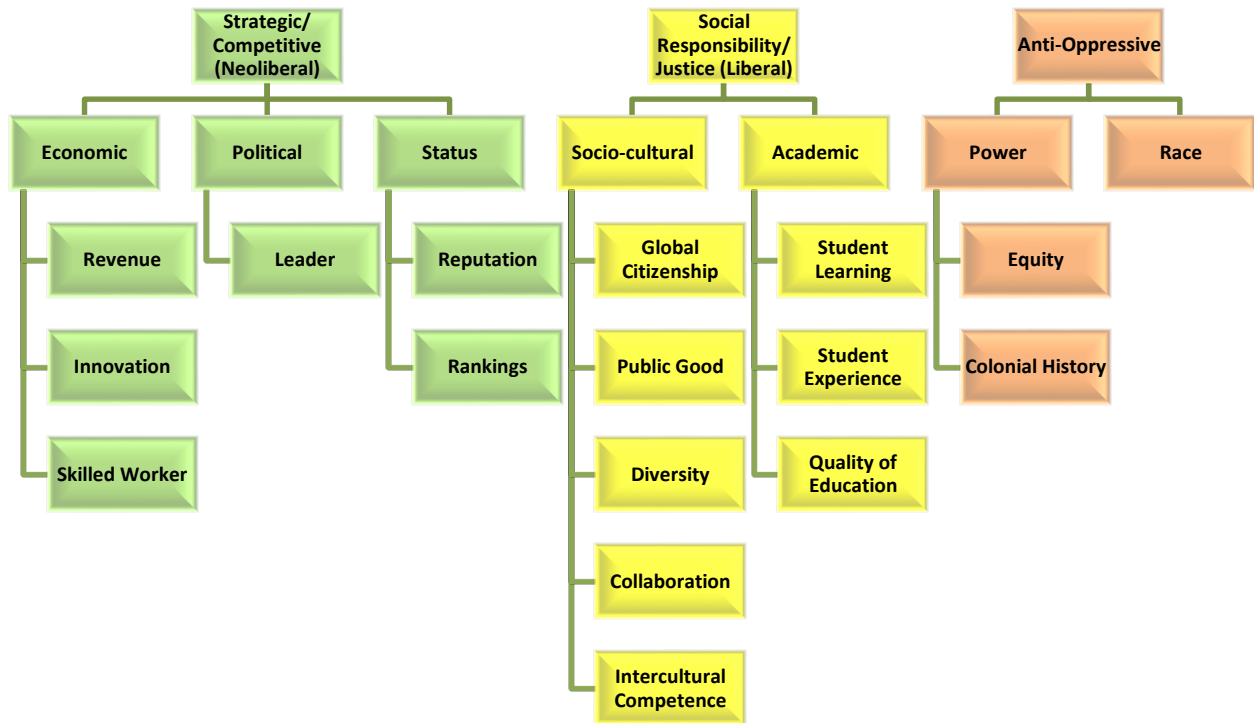
Public Document Analysis – Blended Approach

The document analysis was completed first and involved: 1) creation of a deductive hierarchical coding frame from the literature review; 2) open coding; 3) axial coding; and 4) selective coding of the strategies. The document analysis first sought to answer the secondary research question of: how is internationalization framed at and across multiple policy levels in Canada's Building on Success: International Education Strategy 2019-2024, Saskatchewan's International Education Strategy, and the University of Saskatchewan's International Plan – University Plan 2025? The four steps are outlined next.

First Step – Deductive Hierarchical Coding Frame. I utilized a blended approach to coding where I began with deductive coding and created a hierarchical coding frame based on a review of the pre-existing literature around the discourses of internationalization (Beck & Ilieva, 2019; Buckner et al., 2020; El Masri, 2020; Johnstone & Lee, 2014; King, 2020; Knight, 2013; Mittelmeier & Yang, 2022; Stein, 2021; Stein et al., 2019). The coding frame that was initially identified is shown below in Figure 4.1. The coding frame used descriptive coding and was broadly coded into three categories: strategic/competitive (neoliberal); social responsibility/justice (liberal); and anti-oppressive. This blended approach to coding allowed me to “remain open to surprises in the data while at the same time staying attuned to existing theories” (Linneberg & Korsgaard, 2019, p. 264).

Figure 4.1

Initial Framing of Internationalization within Literature



Second Step – Open Coding. I then printed out the three internationalization strategies, and using the descriptive coding frame as a guide, I highlighted the codes in the strategies using “simple color coding, with one color for each code” (Linneberg & Korsgaard, 2019, p. 260). I used the following colors: green for strategic/competitive to represent money; yellow for social responsibility/justice to signify liberal; and orange for anti-oppressive because it reminded me of reconciliation and the need to do better. I felt that assigning colors by personal meaning would make the coding simpler. Any inductive codes emerging that were not associated with those three larger codes were to be highlighted in blue. I began with the USask strategy and after reviewing and highlighting the first few pages, I realized that I needed to make one change. Instead of including academic (student learning, student experience, and quality of education) under the broader theme of social responsibility/justice, I decided academic needed its own broader theme that I tentatively called academic success and began highlighting in blue. I then continued with the review of the provincial and federal strategies utilizing the same color coding throughout.

Third Step – Axial Coding. As I was using a blended approach to coding, I was already beginning to group the codes into broader themes and relationships when I created the initial

coding frame. Therefore, while I am listing axial coding as my third step, in practice, I was engaging in axial coding already in the first step while creating the coding frame. However, for the third step, I took this a bit further and read through the strategies a second time to further refine my coding frame and began a spreadsheet by cutting and pasting passages from the strategies into a spreadsheet with columns for each code that was located under a broader theme. Table 4.2 below shows the original column headers within the spreadsheet at the start of this step.

Table 4.2

Beginning Coding Frame – The Framing of Internationalization

Strategic/Competitive (Neoliberal)						Social Responsibility/Justice (Liberal)					Academic Success			Anti-Oppressive		
Economic (Market)			Political	Status			Socio-cultural					Academic			Power	Race
Revenue	Innovation	Skilled Worker	Leader	Reputation	Rankings	Global Citizenship	Public Good	Diversity	Collaboration	Intercultural Competence	Student Learning	Student Experience	Student Supports	Equity	Colonial History	

Then, I began to edit the columns in the spreadsheet throughout as I developed a better understanding of the predominant themes that were emerging but also what codes and themes were missing.

There were five changes throughout this step. First, I decided it was important to add an Indigenous column to the spreadsheet to capture the intersections of internationalization and Indigenous Peoples in Canada in these publicly facing internationalization strategies. At this point, I was unsure where this would lead but it felt important to pay attention to considering that both internationalization and Indigenization are strategic priorities of USask. Further, my aim was to improve the experience of international MPA students, and as the MPA program is designed to prepare future public servants, I believe that ensuring our international students are well-educated on the colonial history of Canada and are actively working toward reconciliation is important. Second, I realized the code revenue should be replaced with recruitment under the broad theme of strategic/competitive. Third, I decided to remove the code quality of education and replace it with student supports under the broad theme of academic success. Fourth, I decided to collapse the codes of global citizenship and public good into one global citizenship code under the broad theme of social responsibility/justice. Finally, as I moved through adding the codes to the spreadsheet, I became increasingly selective of which codes I was inputting and tried to only include codes that were directly related to international students and experience (as opposed to outbound mobility and research).

Fourth Step – Selective Coding. For this final stage of coding, I reviewed my spreadsheet to further refine the coding labels and broader themes to best capture the data from the internationalization strategies in relation to international students. I made substantive changes, which included renaming the broader themes to be more succinct, merging similar codes, re-naming codes to better fit the data, and removing codes that were not necessary. In comparison to the table above, Table 4.3 shows the columns in the spreadsheet at the end of this fourth step.

Table 4.3

Final Coding Frame – The Framing of Internationalization

Strategic				Social Responsibility			Academic			Anti- Oppressive	Indigenous
Economic		Status		Global Citizenship	Diversity	Intercultural Competence	Student Learning	Student Experience	Student Supports		
Student Recruitment	Skilled Worker	Innovation	Reputation								

As shown above, several changes were made to refine the broader themes and sub-themes to best capture the data within the internationalization strategies.

Interview Analysis – Constant Comparative Method and Logic Models

The analysis of the interviews was conducted through a series of steps that involved open coding, axial coding, and selective coding. In addition, logic models were used to capture how international students were impacted by internationalization. The interviews sought to answer two of the secondary research questions, which included: what are the experiences of international MPA students throughout and upon degree completion; and what academic and student supports contribute to the successful transition of MPA students into Canadian employment? Then, the overarching research question was sought using the findings from the interviews combined with the document analysis of the internationalization strategies.

First Step – Open Coding. I began with open coding where I printed out the nine interview transcripts that I had previously transcribed and began inductively coding the data that responded to my research questions. While the interview guide shifted slightly over time, it primarily consisted of 15 questions that were combined under seven categories of questions – background, expectations upon entering the MPA program, academic programming and student supports throughout the MPA program, employment transition upon degree completion, identification and accessibility of programming and supports, internationalization, and overall experience. I decided to review the transcripts and code each category of questions one at a time

as opposed to reviewing the entire transcript from one participant before moving to the next. After I reviewed each category of questions from each participant, I would enter the codes into a spreadsheet. The spreadsheet listed the names of the nine participants by row and then the columns across the top listed the interview guide questions. For example, I would review the responses to the questions grouped under background from the first participant and would code the responses to the interview questions. I would then add these pieces into the spreadsheet under the corresponding column and would then move onto the next participant and use the same process up until the last participant. Throughout this step, I was reviewing the transcripts in the order the participants were interviewed. I then stopped at the end of each category of questions to compare each of the nine participant's responses within the spreadsheet and to journal in the researcher memos the broader themes that were beginning to emerge and anything missing. At this point, I was beginning to make note of the frequency of each code and highlighting what the overall first impression was of the review of each category of questions in the researcher memos. During this step, I also began creating a list of all the academic programs and supports mentioned.

At the end of the first initial round of open coding, one realization was around this interview question: can you provide me with a brief background of your educational and employment history before you applied to the MPA program? When I developed the interview guide, I envisioned this question as a 'warm-up' question that would be easy for the participants to answer and to help them feel comfortable with the interview but was not really a question that I was intending to yield findings. When I began open coding, while I added this question to a top column in my spreadsheet, I simply collapsed the column and did not enter anything into this column and skipped past this question to the next question, which was: what motivated you to apply to the MPA program? At this point, I was more interested in motivations and expectations around why the participant applied to the MPA program as opposed to their education and experience upon applying. However, after my first round of coding and once I had completed the review of all the questions, I decided to review my research design and continued to read up on the data analysis process as this was my first-time conducting data analysis.

In my re-review of the data analysis process I was following, I came across Bogdan and Biklen's (2011) ten suggestions around analyzing data, which included thinking about metaphors, analogies, and concepts and "what does this remind me of?" (as cited in Merriam &

Tisdell, 2016, p. 198). During the interviews, one of the participants referred to the internship program as the icing on the cake, which led me to think about a cake - including the ingredients for a cake, the recipe, and the skill of the baker whether it be a professional or novice baker and how that skill level would impact the final product, the cake. In brief, this analogy encouraged me to expand upon my understanding and exploration of the components that might assist an MPA alumni in achieving employment post-graduation. Specifically, the importance of prior education and experience and how that impacts the different students' experiences but also the different supports that might be needed for students in the MPA program. Therefore, I went back and reviewed the transcripts for this question and filled out the column with the education and experience each participant held as I realized this piece would influence the student's experience and what they had identified as important to their employment transition.

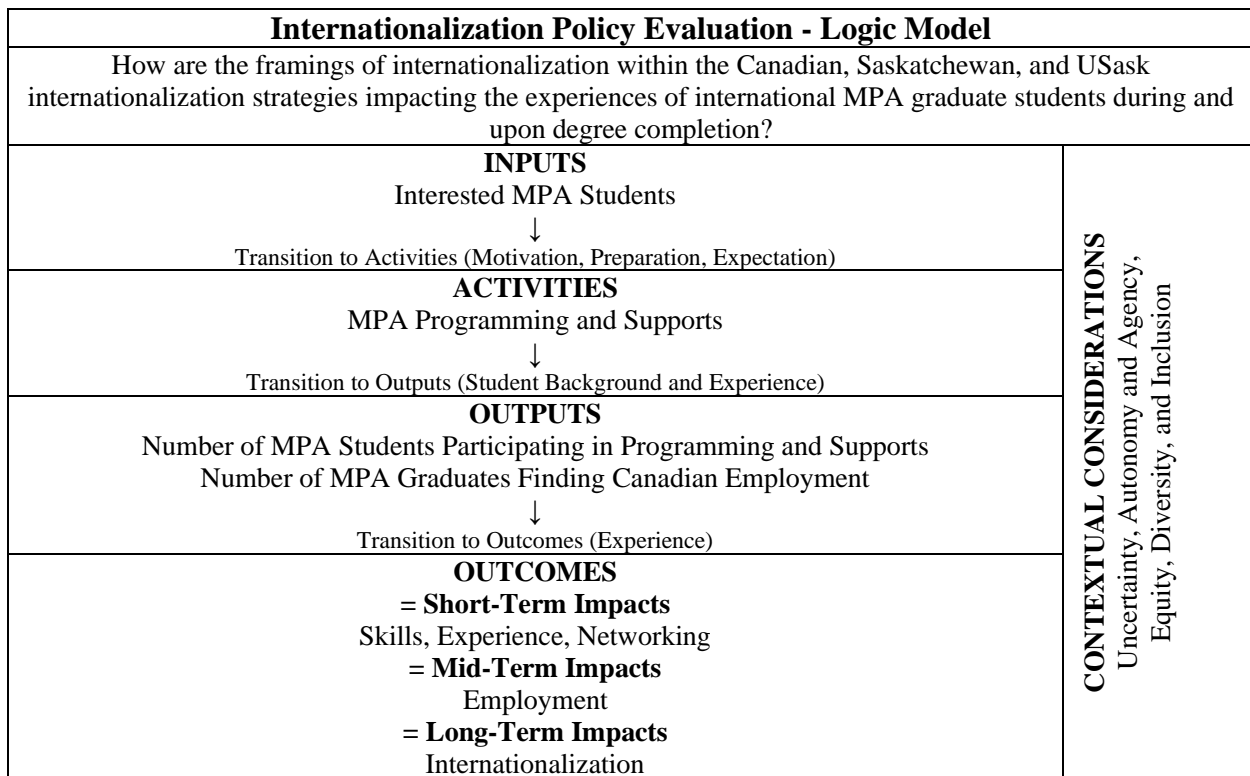
Second Step – Axial Coding and Logic Model. This next step involved reviewing the transcripts again and duplicating the first open coding spreadsheet and creating a second axial coding spreadsheet where I began to refine and combine the data. At this point, I was adding in any additional codes that I overlooked, combining questions and columns that provided similar responses, tentatively labelling the different themes and sub-themes, pulling salient quotes to use in the findings, and beginning to piece together the written analysis through a constant comparison of the transcripts. During open coding, I frequently conducted researcher memos where I began identifying the initial findings. At this point, I would review my researcher memos from when I conducted the open coding and began to group the findings into tables that I then used to deductively code the transcripts again, while ensuring I was open to inductive codes emerging that were not captured during open coding.

During this step, rather than review the questions by the seven categories of questions as I had done with the open coding, I reviewed the transcripts to examine five different areas in which I was beginning to group my findings. Initially, this involved the areas of 1) student background, motivation to apply, preparation before MPA, expectations; 2) academic programming and supports; 3) internationalization; 4) Indigenous Peoples in Canada; and 5) employment transition. As the questions sometimes moved around in the interviews, to ensure I did not miss any codes related to each of these areas, I reviewed the entirety of each transcript one at a time. For example, when reviewing for academic programming and supports, I would review the entire nine transcripts and pull out any codes related, and then when examining

Indigenous Peoples in Canada, I would review the entire nine transcripts again seeking relevant codes. Therefore, during this step, I reviewed each of the nine transcripts five times looking for codes and themes related to each of the five areas identified above. About halfway through this step, I realized that if I rearranged the five areas that I was examining, a logic model, which is a visual representation highlighting “the relationships that ideally should exist and that if implemented as intended lead to the desired outcomes” (Stewart, 2016, p. 227) was emerging. Therefore, I rearranged the findings within the five areas that emerged to capture them in the beginning of a logic model to better understand the findings and how they might fit together. The figure below shows the preliminary logic model at this point during the data analysis.

Figure 4.2

Initial Internationalization Policy Evaluation – Logic Model



Source: Adapted from general program logic model applied to internationalization (Deardorff & van Gaalen, 2022).

The logic model first outlines the inputs, which include all “materials that are associated with the program that are intended to transform inputs into outputs” (Stewart, 2016, p. 227). For inputs, as the research study was an internationalization policy evaluation of internationalization strategies focused on the recruitment of international students, I included interested MPA students under inputs. As well, as Yin (2014) advised, I also included transitions in between as an arrow does

not explain “how and why an event (in one box) appeared to have produced a subsequent event (in the next box)” (p. 162). Therefore, motivations, preparation, and expectations were added as transition pieces between inputs and activities.

Next, the logic model shows activities, which includes how the policy “is carried out to achieve the needs of the organization” and then “outputs are the products that come from the activities” (Stewart, 2016, p. 228) such as how many participants the activity reached. For this piece, the academic programming and supports available to students were added under activities. The transition to outputs initially included student background and experience. Then outputs were listed as the number of MPA students participating in the programming and supports but also the number of MPA graduates finding Canadian employment. The transition to outcomes included the experience, and “outcomes are the program [or in this case policy] effects across time – short-, mid-, and long-term” (Stewart, 2016, p. 228). Initially, the findings that emerged from the coding of the interviews highlighted short-term outcomes such as skills, experience, and networking; mid-term outcomes such as employment; and long-term outcomes such as internationalization.

In addition to including transitions, Yin (2014) advised that contextual considerations are important and highlighted the importance of drawing “explicit attention to the possibility of a whole host of relevant real-world and other contextual conditions” (Yin, 2014, p. 163). At this point, during coding I was already beginning to code and create themes that I initially labelled “cross-cutting themes” that did not exactly fit under the five areas I was coding for in my review of the transcripts. Rather, these codes and emerging themes were reoccurring experiences spoken about by the participants as they reflected upon their experience and included what I decided to re-label, contextual considerations. In the table above, they are listed on the right side and span across inputs, activities, outputs, and outcomes – and initially included uncertainty, autonomy and agency, and then equity, diversity, and inclusion considerations. As such, the beginning of a logic model was beginning to form that was built upon throughout the data analysis.

During this step, I was unsure where the information related to Indigenous Peoples in Canada would be placed. The initial document analysis of the internationalization strategies led me to adjust my interview guide questions to include questions around the education and knowledge provided on Indigenous Peoples in Canada. This topic was emerging throughout my research; however, I was tentatively thinking of placing it under MPA Programming and

Supports and noting it as Education on Indigenous Peoples in Canada. However, at this point, I decided to code it separate from the MPA Programming and Supports. Further, the intention throughout the data analysis was to constantly compare participants' responses and then to eventually compare the different groupings of responses (MPA-A, MPA-B, and MPA-C) during the selective coding phase of analysis where appropriate. While I approached the coding of the Education on Indigenous Peoples in Canada by constantly comparing participant responses, I must also acknowledge that at this point in the coding, I was much more aware and actively seeking to understand if there were differences amongst the three groupings of participants across time.

When coding the questions related to internationalization, I was inductively coding the definitions and the advantages and disadvantages that the participants shared based on their understanding. However, about halfway through coding the transcripts, I uncovered that the themes that were emerging from the interviews were very similar to the findings from the document analysis of the internationalization strategies. Therefore, I began to group the codes together under the same themes of Strategic, Social Responsibility, Academic, and Anti-Oppressive.

At the end of this step, the five areas being examined were adjusted to include: 1) inputs: interested MPA students; and transitions: motivation, preparation, expectation; 2) activities: academic programming and supports; 3) education on Indigenous Peoples in Canada; 4) outputs: frequency of participation and employment transition; and 5) outcomes: short-, mid-, and long-term. I continued to use the coding spreadsheet alongside researcher memos to continue to capture the themes that were forming. I began creating figures and tables to capture these initial findings, which included: 1) the beginning of a logic model that mapped out the experiences of the participants interviewed; 2) a table highlighting the academic programming and supports mentioned followed by what was included, important, missing, concerning, and related to employment; 3) a table highlighting the Education on Indigenous Peoples in Canada; 4) a table highlighting employment and education after the MPA program; 4) a table highlighting the programming and supports mentioned by each participant to show the frequency and salience of each piece; and 5) a table providing an overview of how participants viewed the term internationalization.

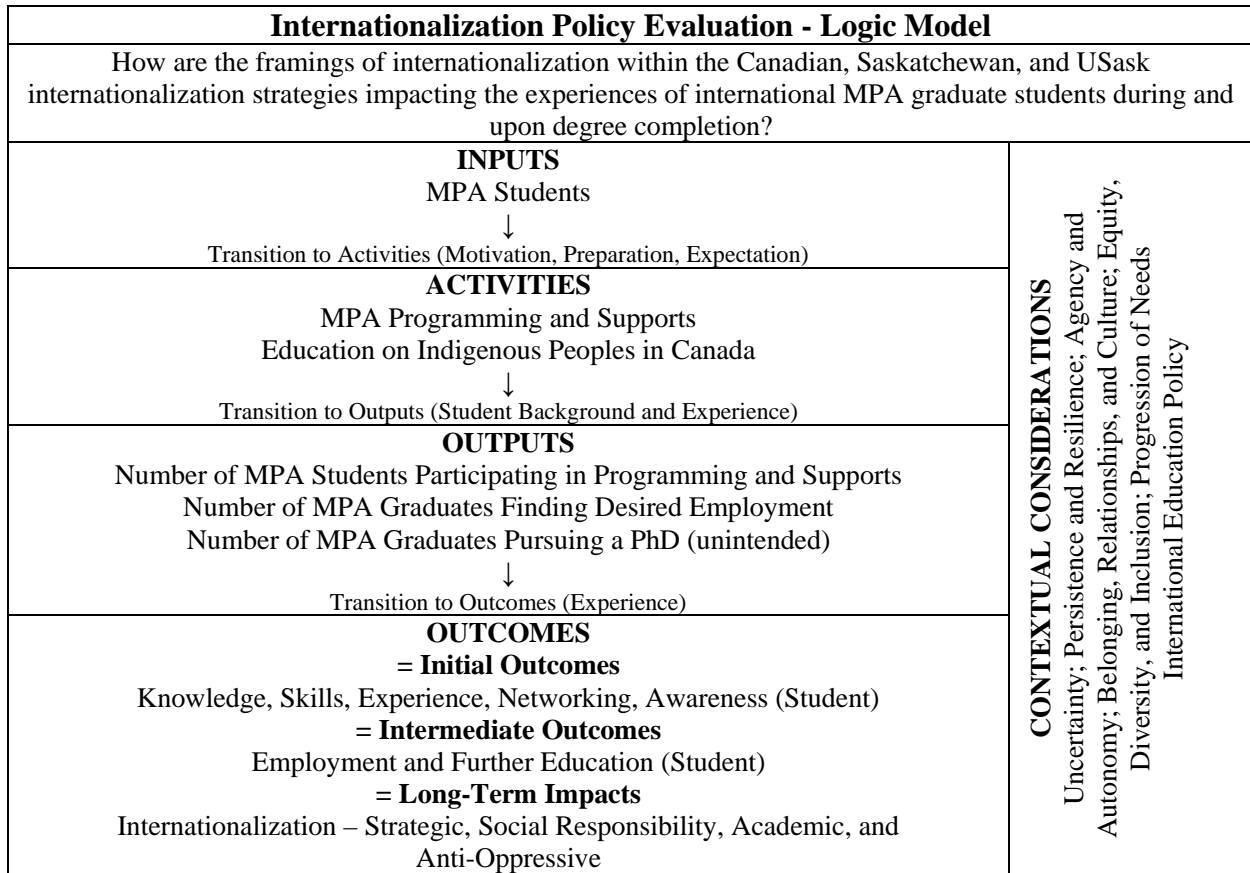
Third Step – Selective Coding and Logic Model. The final step consisted of selective coding and the creation of a finalized logic model. Like before, this was a comparative process where I continuously compared participant responses. During this final step, several changes were made. First, during the previous steps, I reviewed the transcripts in the order of the interviews conducted. For the final step, I rearranged and reviewed the transcripts in order of the participant who started the MPA program from earliest to latest. This was done to reduce order effects as prior I was reviewing the nine transcripts in the same order every time, and so it made sense to change the order to remove the potential of placing heavier emphasis on the first transcripts reviewed and fatigue near the last transcripts reviewed. As well, I reviewed and compared individual responses, but I also sought to understand differences between the time periods of the three MPA groupings, and therefore, it made sense to review them chronologically in the order they began the program.

Second, as the logic model formed, there were multiple changes made to better encapsulate the needs of the research study and alignment with my own positionality. Originally, the logic model included outcomes, which included short-term outcomes, mid-term outcomes, and long-term outcomes. I felt short-term outcomes suggested that these outcomes were time limited, and as these outcomes included knowledge and skills that the students obtained, I decided the term initial outcomes was better suited. I then changed mid-term outcomes to intermediate outcomes, which included actions that occurred, and long-term outcomes to long-term impacts.

Throughout this final phase of analysis, I was primarily deductive coding the transcripts one last time while writing up my findings to ensure that nothing was missed. As well, I was comparing the findings from the document analysis of the internationalization strategies to the findings from the interview. At this point, I was reviewing and adding to the spreadsheet, altering the tables to best highlight the data and findings, reviewing the researcher memos in detail, and writing up the findings in a constant comparative manner. The resulting finalized logic model that emerged is shown below in Figure 4.3.

Figure 4.3

Final Internationalization Policy Evaluation – Logic Model



Source: Adapted from general program logic model applied to internationalization (Deardorff & van Gaalen, 2022).

The figure above shows the resulting logic model that emerged from the data analysis of the interviews. The findings of the document analysis of the internationalization strategies are discussed next followed by a discussion of the findings from the interviews, which includes an in-depth explanation of the logic model components highlighted above.

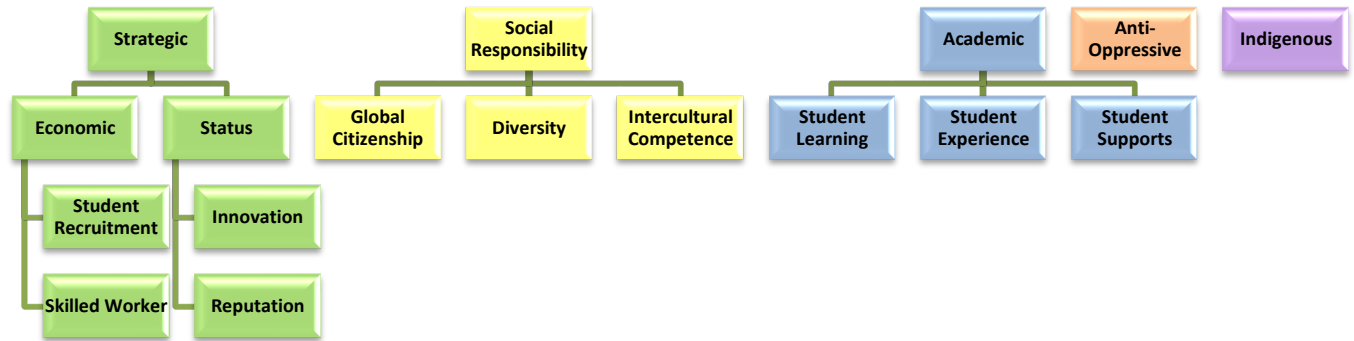
Findings from the Document Analysis

Throughout the document analysis, there were three public facing internationalization strategies that were analyzed to better understand the framings of international students within the documents. Framings can be useful to examine as they are a form of “cognitive bias in which individuals tend to make decisions influenced by how information is presented or framed” (Howlett et al., 2020, p. 150). Howlett et al. (2020) highlighted how “presenting the same information in different formats can affect people’s decisions: behaviour is directed toward mental representations of the world” (p. 150). The document analysis focused on international students and experiences within the internationalization strategies as opposed to study abroad,

research, and/or partnership activities. The document analysis resulted in the final coding frame that is identified in Figure 4.4 below.

Figure 4.4

How is Internationalization Framed at the Multiple Policy Levels?



The coding frame above highlights the different framings of internationalization found within the three internationalization strategies examined. As shown, there were five overarching themes found – Strategic, Social Responsibility, Academic, Anti-Oppressive, and Indigenous. The first framing is Strategic, which includes the Economic sub-themes of Student Recruitment and Skilled Worker as well as the Status sub-themes of Innovation and Reputation. Phrases and words that were coded under the Strategic framing include narratives such as high impact, opportunity, increasing enrolment, strategic enrolment, recruitment resources, enrolment priorities, increase efficiency, leverage, completion rates, prestige, renowned, globally influential, labour market needs, trade relationships, economic growth, marketing strategy, promote province, targeted recruitment, Canada a powerhouse, source of revenue, human capital, economic development, competitiveness, drive innovation, raise the profile, and amplify economic benefits.

The second framing, Social Responsibility, includes the sub-themes of Global Citizenship, Diversity, and Intercultural Competence. Codes under this framing includes global citizens, diverse, intercultural understanding, cross-cultural perspectives, international and cross-cultural context, awareness, inclusion, international engagement, diversify, outreach, global perspectives, peaceful, and welcoming. Academic is the third framing and includes the sub-themes of Student Learning, Student Experience, and Student Supports. Codes under this frame include learning, experiences, feelings of belonging, learning outcomes, effective teaching strategies, extracurricular opportunities, enriched learning environment, well-being and success,

support systems, academic and English language supports, adequate resources, supports to meet student needs, faculty and staff support, quality education, learner success, student-centered approach, and level of support. The fourth framing is Anti-Oppressive, and codes included equitable participation, address barriers, and reduce inequality. The final theme was Indigenous Peoples in Canada and included Indigenous perspectives, as well as Métis, First Nations and Inuit histories, cultures, and current realities.

The document analysis sought to answer the research question: how is internationalization framed at and across multiple policy levels in Canada's Building on Success: International Education Strategy 2019 – 2014, Saskatchewan's International Education Strategy, and the University of Saskatchewan's International Plan – University Plan 2025? The final coding frame provides the multiple framings found within the internationalization strategies. Specific findings that emerged within the individual plans are discussed next.

USask International Blueprint for Action 2025

The university plan highlighted four pillars, and within each of these four pillars are two to three objectives followed by specific actions that USask should take to meet these objectives. The first pillar, *internationalizing learning experience*, is broadly focused on study abroad and international content. The objectives are engaging USask students to participate in education abroad, ensuring international and cross-cultural content in the curriculum, and encouraging USask students to participate in extracurricular activities that enhance intercultural understanding. The second pillar, *diversifying our university community*, is focused on the recruitment of international students. The objectives are increasing the number and diversity of international students, supporting the well-being and success of international students, and building staff and faculty capacity to support international engagement. The third pillar, *strengthening our global impact through discovery*, is focused on research. The objectives look to “enhance our success as a world leader in research,” and showcase USask research (University of Saskatchewan, n.d., p. 6). Finally, the fourth pillar, *growing our global citizenship and international community service*, is focused on community and global citizenship. The objectives look to share our expertise with the world and engage in community outreach.

The document analysis sought to understand the framings of internationalization around the recruitment of international students specifically, and as such, the second pillar, *diversifying our university community*, was the primary focus. Further, the second objective under this pillar

is to *support the well-being and success of our international students*, which was a focus in the interviews that examined the academic programming and supports in detail. The strategy lists actions on how to support this objective “to improve student completion rates, achieve and sustain high levels of satisfaction in learning and cultural experiences and create a sense of inclusion at the university and within our communities” (University of Saskatchewan, n.d., p. 5). The supports include academic support, English language support, housing, academic and non-academic advising including regulatory requirements, and community support within “their own cultural and linguistic communities” (University of Saskatchewan, n.d., p. 5).

Throughout the USask strategy, the first finding was an overall equal emphasis on Strategic, Social Responsibility, and Academic themes. The paper copy of the strategy from a visual glance was a mix of green (Strategic), yellow (Social Responsibility), and blue (Academic). For example, the first page of the strategy indicates “our academic excellence, partnered with international engagement and activity, will secure our global presence and enhance the university’s impact in the world in which we live and share” (University of Saskatchewan, n.d., p. 1). The Strategic codes include “secure our global presence,” and “enhance the university’s impact;” the Social Responsibility code is “international engagement;” and the Academic code is “academic excellence.” This one sentence highlights the multiple and overlapping framings of internationalization.

The second finding was that Anti-Oppressive language—while not completely missing—was sparse throughout and when used, it was combined with other themes. For example, under the second pillar, one of the actions is to “address barriers to attracting a diverse international student body” (University of Saskatchewan, n.d., p. 5). While addressing barriers can be viewed as an equity (Anti-Oppressive) code, attracting a diverse international student body encompasses a student recruitment and a diversity code — moreover, how the action is written suggests the purpose of addressing these barriers is for the recruitment of diverse students. Furthermore, the sub-actions below this statement include strategic language such as “enhance processes,” “increase efficiency,” and “enrolment goals” (University of Saskatchewan, n.d., p. 5). When discussing supporting student well-being and success, there are no Anti-Oppressive codes found.

Finally, the third finding was that language around Indigenous Peoples in Canada was very sparse and was mentioned in reference to action items under pillar one. The first reference was about “including courses with *international* Indigenous perspectives,” (University of

Saskatchewan, n.d., p. 3), which is not about Indigenous Peoples in Canada. The second reference was to “foster inclusion and intercultural understanding of Métis, First Nations, and Inuit histories, cultures, and current realities” (p. 3); however, this inclusion and understanding was mentioned in relation to extracurricular opportunities.

Saskatchewan’s International Education Strategy

Next, the provincial internationalization strategy specifically addresses international students and students who study abroad as the two key areas. The strategy then states the vision, principles, cornerstones, and then highlights two pillars *global engagement*; and *capacity building and leadership* and follows with “goals, actions and outcomes, as well as targeted programs that will be developed to support the goals” (Government of Saskatchewan, 2022, p. 2). Global engagement includes “strong trade relations,” and recruiting international students to “bring a global perspective” and “create opportunities for research and innovation” (Government of Saskatchewan, 2022, p. 4). Capacity building and leadership focuses on “growing knowledge in the sector will increase international recruitment and engagement opportunities, positioning Saskatchewan as a destination of choice for students” and engaging internationally to build capacity (Government of Saskatchewan, 2022, p. 6).

The first finding was that the Saskatchewan strategy had a very explicit Strategic focus, with a statement on the first page indicating that international students are to “help meet labour market needs” and “stimulate innovation and research” (Government of Saskatchewan, 2022, p. 1). The predominant theme within the strategy is to recruit and retain international students in Saskatchewan. As an example, there are three targeted programs noted under the global engagement pillar. Under each of these programs are statements on how these programs will assist in “increasing the number of international students studying in our province,” “help promote Saskatchewan to other students,” and “increase the number of students studying, working and staying in the province” (Government of Saskatchewan, 2022, p. 3). The strategy is explicit in that it wants more international students and aims to “create smoother transitions for international students to [then] work and live in Saskatchewan” (Government of Saskatchewan, 2022, p. 4).

The second finding was that there are Academic and Social Responsibility themes woven throughout the strategy, but they appear to be added to support the Strategic themes which are driving this strategy. For example, pillar one states that “global engagement and strong trade

relations are imperative for Saskatchewan to lead and compete internationally” (Government of Saskatchewan, 2022, p. 4). While global engagement can map onto a Social Responsibility theme, everything that comes after in this sentence (strong trade, lead, compete) falls under a Strategic theme.

The third finding is that Anti-Oppressive language would be missing completely except that the strategy highlighted the United Nations’ Sustainable Development Goals (SDG), and within these goals is the mention of equity. As well, one of the principles within the strategy is “equitable;” however, it is unclear how this is being achieved. The language around Indigenous Peoples is non-existent.

Canada’s Building on Success: International Education Strategy 2019 - 2024

Last, the federal strategy is more expansive than the USask and provincial strategies, and I focused specifically on international students within this strategy. The strategy opens with messages from the Minister of International Trade Diversification, the Minister of Employment, Workforce Development and Labour, and the Minister of Immigration, Refugees and Citizenship. The strategy then follows with a page on how Canada can continue to build success and prosperity followed by four drivers of why change is needed. First, there is increased competition of the recruitment of international students with other countries. The second driver is around the need to diversify the countries where we recruit international students to better aid trade relations and economic development. Third, Canada has a labour shortage and the need for innovation and skills. The fourth driver is the future of work and the importance of developing new knowledge and skills to sustain economic growth. The strategy then highlights the coordinated approach it takes with the provinces and education stakeholders. This new strategy highlights three key objectives around study abroad, diversifying international student recruitment, and supporting the education sector to “export services and explore new opportunities abroad” (Government of Canada, 2019, p. 7). There are then six initiatives listed followed by how success will be measured before concluding remarks.

The first finding is that this strategy is explicit in its Strategic focus in that “most international students are young, have Canadian educational qualifications and in-demand labour skills, and are proficient in one of our official languages,” and therefore, they are “ideal candidates for permanent residency” (Government of Canada, 2019, p. iii). This plan explicitly and consistently quantifies how much international students are worth to Canada (\$21.6 billion in

2018), and compares them to exports stating, “international students have a greater impact on Canada’s economy than exports of auto parts, lumber or aircraft” (Government of Canada, 2019, p. 2). Further, this strategy aims to diversify the international student body and states the countries it would like to recruit students from to “drive innovation, improve Canada’s competitiveness and foster sustainable economic growth” (Government of Canada, 2019, p. 5).

The second finding, like the provincial strategy, is that this strategy has Academic (very minimal) and Social Responsibility themes; however, they are used to explicitly support the Strategic themes. For example, the strategy seeks to “attract students from a wider diversity of countries;” however, it later follows with “the scope of target countries will be adjusted regularly, based on the *needs* of Canadian provinces and territories” (Government of Canada, 2019, p. 9). While there are numerous diversity codes found throughout, they are always in relation to diversifying the student body to target countries that are most beneficial to Canada.

The third finding, like the provincial strategy, is that Anti-Oppressive themes and language around Indigenous Peoples are missing. The only reference to Indigenous Peoples is in relation to supporting outbound students, and the strategy discusses under-represented students such as Indigenous Peoples. Table 4.4 below highlights the main findings from the analysis of three internationalization strategies.

Table 4.4

Findings from the Internationalization Strategies

	USask	Provincial	Federal
Finding One	Equal emphasis on Strategic, Social Responsibility, and Academic themes.	Explicit emphasis on the Strategic theme (and specifically to recruit and retain international students in Canada).	Explicit emphasis on the Strategic theme (quantifies how much international students are ‘worth’ both as students and then as ideal immigrants). Focus on diversifying the countries where international students come from to enhance trade.
Finding Two	Anti-Oppressive language sparse and combined with other themes.	Social Responsibility and Academic themes map onto Strategic themes, which drive the strategy.	Social Responsibility and Academic themes map onto Strategic themes, which drive the strategy.
Finding Three	Language around Indigenous Peoples very sparse.	Anti-Oppressive themes and language around Indigenous Peoples missing.	Anti-Oppressive themes and language around Indigenous Peoples missing (except in reference to ‘under-represented’ groups).

A discussion of the findings from the document analysis will be examined in detail following the findings from the interviews.

Findings from Interviews

The interviews sought to answer the secondary research questions of: what are the experiences of international MPA students throughout and upon degree completion; and what academic and student supports contribute to the successful transition of MPA students into Canadian employment? The sections below outline the findings from the interviews through the logic model components, which include inputs: MPA students; activities: academic programming and supports; activities: education on Indigenous Peoples in Canada; outputs: frequency of participation and employment transition; outcomes: initial, intermediate, and long-term; and contextual considerations.

Inputs: MPA Students

As the research study took a policy evaluation approach using a logic model, the experiences of international MPA alumni were explored to understand the individuals who were entering the MPA program. As such, the inputs for this logic model are the MPA students. The MPA program accepts students from all disciplines and backgrounds, and while it is considered an advantage to have knowledge in economics, statistics, and social science, it is not a requirement. As such, students who enter the program come from very diverse educational backgrounds. The research participants that took part in this study held backgrounds in international politics, engineering, political science, public administration, economics and mathematics, and English and translation studies. As well, three of the nine participants held master's degrees prior to entering the MPA program. In addition to diverse educational backgrounds, MPA students enter with varying levels of professional experience. Some students entered straight from their undergraduate or master's degree with no professional experience whereas others held several years of professional experience including working in high levels of government in their home country. The background and experience of MPA students entering the program is very diverse. The transition pieces from inputs to activities were explored next and include student motivation to apply, preparation before MPA, and expectations.

Transition to Activities: Motivations to Apply

Student motivations for initially applying to the MPA program were varied. Many of the participants held multiple and overlapping motivations that included Academic Learning, Executive Internship, Career Growth, Value Alignment, and specifics related to USask and/or JSGS. The motivations to apply to the MPA program were important to examine as they

influence the student's experience, and the programming and supports they choose to access throughout their program.

Academic Learning. Overwhelmingly, the most frequently mentioned motivation was around the MPA academic programming, which included being “interested in the public policy field,” gaining an “academic understanding of the public administration process,” a desire to learn further about policy analysis and “upgrade knowledge,” understanding “different government structures,” a natural interest in the content, a desire to obtain a “degree in public policy or public administration,” and the aim to undertake a practical and applied degree “to put all those theories and what I learned into practice.” As such, most participants stated that Academic Learning was a key motivator to apply to the MPA program, and all held a specific interest in the academic content of the MPA program with many highlighting the desire for a practical and applied degree that they could put into practice as opposed to a more theoretical or research-oriented degree.

Executive Internship. The executive internship program was another frequently mentioned motivator for applying to the MPA program. This motivation was due to the practical Canadian work experience that could be gained as well as the financial support the internship provided. Amar highlighted “I need that work experience. Because in Canada, graduating from a really good university, it's a good thing but it's not comparing to having a professional work experience.” Several participants highlighted that in their search of programs, the MPA program at JSGS held appeal because of the internship component.

Career Growth. Notions of career growth and progression were found throughout the interviews with desires to “build upon my past work experience,” “take my career to the next level,” “give myself an opportunity to move ahead in Canada,” and viewing the MPA as a “good investment in myself.” Some of the participants held several years of professional work experience and viewed the MPA program as a way to progress their current career trajectory whereas others were coming straight from their undergraduate degree with a desire to get practical and applied skills that would prepare them for the workforce.

Value Alignment. Another motivation to apply to the MPA program was value alignment, which included gaining an “international experience,” helping home country, and a desire to move into the public service and give back. Leila was originally looking at Master of Business Administration programs but felt that the MPA program was “more aligned with my

personal values” and was looking for a program “for those who want to work in the public sector.” While many participants applying held academic and career growth motivations, several also mentioned the role of values and the desire to do work that mattered to them that aligned with their personal values.

USask/JSGS Specifics. In addition to discussing general motivations around applying for the MPA program, the participants were asked why Canada, Saskatchewan, USask, and/or JSGS specifically. Overall, most of the participants were looking for a program in Canada, with a few who were debating between Canada, the United States, and/or Australia. Others identified the cost of living and tuition as determinants to apply to USask as it was felt that Saskatoon was more affordable than other cities in Canada such as Vancouver or Toronto. In addition, Saskatchewan was viewed as “a growing province” and USask a top U15 university. Many of the participants highlighted that USask was recommended to them through a personal connection from a family member or friend currently living in Saskatoon or Saskatchewan. One participant came to know of JSGS through a research centre associated with the school – the Centre for the Study of Co-operatives.

Transition to Activities: Preparation before MPA

Before travelling to Canada and beginning the MPA program, participants were asked what documents, websites, and information they reviewed in advance of beginning the MPA program. Participants mentioned reviewing the institutional websites, federal government website, and a few other websites were identified as being reviewed. The preparation before the MPA program was important to examine as the research sought to examine how the framings of internationalization were impacting international students, and therefore, understanding what websites might have influenced their expectations were examined.

USask/JSGS Websites. The most frequent mention was the review of the USask and JSGS websites to review the program description, course curriculum, professor profiles, and tuition. Most of the participants were interested in understanding what they would be learning in the classroom and the profile of the instructors that would be teaching them. As well, one participant mentioned reviewing the profiles of JSGS alumni and sought to understand the job market after graduation for JSGS MPA graduates.

Government of Canada/IRCC Websites. In addition to reviewing the USask and JSGS websites, all participants noted reviewing the Government of Canada, Immigration, Refugees

and Citizenship Canada (IRCC) website to understand the steps to apply for a study permit to come to Canada. Nasir highlighted that he also reviewed the website to better understand “the relationship between the provincial government and federal government” in Canada.

Other Websites. There were a few other websites noted that were reviewed. One participant looked to social media sites to look for previous student’s experience at USask and/or JSJS. Another mentioned reviewing Wikipedia and similar MPA programs in the United States to better understand the program content and what notable figures have completed an MPA degree. As well, several participants reviewed information on websites about Saskatchewan and Saskatoon broadly to understand cost of living, accommodations, and what it is like to live in Saskatoon.

Transition to Activities: Expectations During and After MPA

Finally, expectations that participants held were important to examine to better understand goals students had for themselves. One of the participants entered the MPA program free of any preconceived notions or expectations. However, many of the participants held certain ideas around their MPA program both during and upon completion. Motivations for applying to the MPA program and expectations during and after MPA are similar and they do have overlap. However, the difference is that motivations are what influenced the participants to apply to the MPA program whereas the expectations were internal goals and outcomes that the participants held for themselves during and after the MPA program. The expectations were broadly distinguished into expectations during the MPA program that included Academic Learning, Internship, and Networking, and expectations upon degree completion that included Employment and Immigration.

During MPA – Academic Learning. Several participants sought understanding around the Canadian academic and employment context, and Sanjay stated his expectation was to “get a good grasp about how the Canadian work culture or Canadian government works.” Similarly, Patrick was looking “to be equipped with the necessary skills to, you know, practice in government” and wanted to learn more about “writing good briefing notes and cabinet decision items.” However, other participants sought an academic understanding of policy analysis more broadly in an international context and were looking to be able to apply the academic content back home.

During MPA – Internship. Several participants mentioned the goal of receiving an internship while in the program as being important due to a variety of factors such as experience, “peace in mind to know that I don’t need to be financially stressed about tuition,” “intrinsic motivation,” and opportunity to build networks. Ling reflected:

Oh, wow! So international students can also have all those opportunities. To be able to do internship in Saskatchewan provincial government sounds very fancy, and cool, and I felt it was a very generous opportunity for international students to be able to have this opportunity to work in government.

Similarly, Patrick said he had the goal of entering the internship program because it “will give me the required exposure in how public administration or governance works in Canada.” As well, the internship was viewed as a transition support and Sanjay highlighted the importance of the internship “so that I can transition easily into my career.”

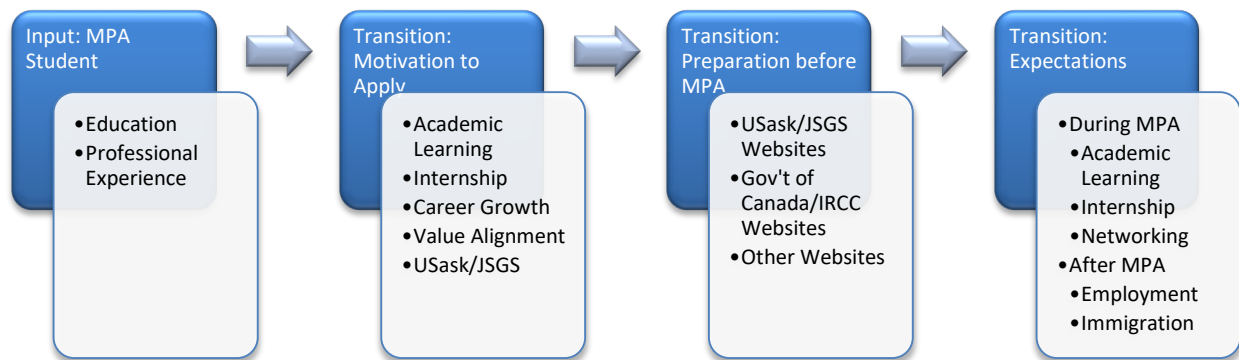
During MPA – Networking. Another expectation of the MPA program was to provide a venue for networking. James commented on groupwork and viewed it as “an opportunity to get to know and understand what happens in different, you know, different parts of the world, not just in my country.” Ultimately, students upon entering the program were seeking academic learning they could apply to Canada, an internship to help secure experience, and to build their networks.

Upon Degree Completion – Employment. Participants held different expectations around outcomes upon degree completion that sometimes shifted and evolved throughout the program. When discussing her expectations, Ling stated that “upon entering the program, I wasn’t 100% determined saying that, oh, I want to stay in Canada, or I want to be employed.” However, Ling’s expectations developed throughout the program, and she mentioned that “in the process of the internship, I think it’s a gradual process that by the time I graduated I knew that I wanted to at least now stay in Canada.” Similarly, Eric mentioned looking for jobs back home and in Canada and did not initially have a preference. However, most participants had the aim of staying in Canada upon degree completion from the onset of their program, and Amar even held expectations around the specific provincial ministry he wanted to be employed within. Overwhelming, participants mentioned employment as a desired outcome upon degree completion and Sanjay reflected on his expectation “to start working as soon as you graduate.”

Upon Degree Completion – Immigration. While applying for permanent residency was not explicitly asked about, when reflecting on the desired outcomes upon degree completion, Leila recalled that “when you are on a study permit and working to get your immigration to become a permanent resident one day, your top priority is employment and job security after getting graduated.” The role of immigration and permanent residency was not always mentioned when specifically asking about expectations of the MPA program; however, a few participants noted or referenced permanent residency or immigration throughout the interviews. Figure 4.5 below summarizes the findings around inputs and transitions to activities within the logic model.

Figure 4.5

Inputs and Transitions – Logic Model



The figure above first highlights the experience of an MPA student and how prior education and professional experience factor into the experience of international students throughout and upon degree completion. Several participants in the study highlighted the importance of a student’s background matching the MPA program. While education and professional experience have been added to the figure above, it should be noted that it was beyond the capacity of this research study to examine the role of additional features that would also impact a student’s background such as gender, age, language, and country of origin.

Next, the figure builds upon student background and identifies the transitions to activities to aid in understanding why students may choose to engage in the activities. The first transition shown is motivation to apply to the MPA program and several overlapping motivations were found from the interviews. The motivations included academic learning, which included an intrinsic interest in the content but also a desire to learn about or build current knowledge in public administration and governance; the internship program, which provided Canadian work experience; career growth either for career progression for those already in the field or for those

seeking skills to move into employment directly from their undergraduate degree; value alignment and the desire to work in the public sector and give back; and factors specific to USask and JSGS.

Then, the figure above continues to build upon student background, motivation to apply, and next includes preparation before MPA and highlights the websites that were reviewed. This highlights what international MPA students viewed as important to review and what websites and documents influenced their understanding of coming to Canada to study in the MPA program. Finally, expectations during and after the MPA program are identified. During the MPA program, participants' expectations included academic learning, internship component, and networking. After the MPA program, expectations were around employment and immigration. The figure highlights how each step impacts and builds upon the subsequent steps to form the basis of what are considered inputs and transitions to activities.

Activities: Academic Programming and Student Supports

Next, I turned to examining the specific activities within the MPA program and inquired with participants about the different academic programming and student supports available. First, participants were asked broadly about what academic programming and student supports were available to them throughout the MPA program. The sections below detail the programming and supports that were mentioned and highlights what that support included, why it was important (including transitions), what was missing, and if anything was highlighted as concerning. The required components of the MPA program are reviewed first followed by optional components.

Required: Courses and Assignments

Throughout the interviews, several participants noted the high quality and satisfaction with the MPA course curriculum. Participants frequently commented upon how the course content was relevant and up to date. Nasir reflected that the MPA program prepared him “to work in the real world” and that everything was connected. The applied nature of the curriculum was often highlighted as beneficial and was described as “very real.” Emeryk stated, “I had like tangible knowledge...I understand how government works.” Participants appreciated the inclusion of briefing notes, environmental scans, presentations, groupwork, and assignments that built their critical thinking skills. Ling stated, “the courses we took at MPA program was also quite directly applicable to my employment,” and participants highlighted the relevance and applicability to future employment. Amar discussed how some of the courses were excellent and

highlighted an economics course as an example; however, he mentioned that the quality of content in some of the courses was poor with very little learning outcomes and he expressed disappointment in the content. Therefore, while the quality of the courses overall was praised, there were some courses in need of improvement. As such, recommendations were made from participants on how to improve the curriculum.

The first recommendation was related to the course content. A course on data analysis was highlighted as missing “the human component” and the need to be more “interactive.” The class was described as an online course where students had to read the textbook and then do assignments with no in-class interaction and no real understanding of how to actually “use data for policy analysis.” Another area mentioned for improvement was within the public policy analysis course to provide more information about policy development and “how a policy turns into a legislation.” As well, Sanjay indicated the need to learn more about the various communication pieces in government such as “memorandums, cabinet information item, order in council, and then, whenever there is an act or a regulation that is being, say, proposed or amended. What’s the procedure that the government goes through?” Therefore, a recommendation from Sanjay was for “engagement with different ministries...including municipal government, provincial, Indigenous governments, as well in terms of understanding their expectations, and that can help us improve our course curriculum.” Finally, Nasir spoke about the importance of the ethical leadership course and the need:

To emphasize more on because the school is sending these graduates to the, you know, job market, and if you want to have successful economies, successful countries, successful provinces, we need to make sure that our students are trained on ethical leadership.

To Nasir, values were essential for “a good public servant” and ensuring ethical leadership is highlighted throughout the curriculum is important.

The second recommendation was around the Canadian focused curriculum, and the desire for a bit more of an international focus that would allow transfer of skills back home. Patrick suggested “to broaden the scope a little bit more” to allow a better understanding “of what happens elsewhere apart from Canada.” Several participants highlighted the lack of applicability to other nations and the desire to have a more international context included within the academic content of the MPA program. Amar reflected:

I want to transfer some of my skills and help my country in developing their portfolio, their public policy, and their government, how the government works. But unfortunately, though, that was not the case because most of the courses, or all the courses, are only focused in on Canada which makes sense because it's a Canadian university, but I was kind of expecting more kind of knowledge that would help me to develop public policies in a conflict zone.

Overall, participants appreciated the Canadian content and context but also indicated that a bit broader focus at times or even international elective options would have been appreciated.

The third recommendation is around the students coming into the MPA program with very diverse experiences, backgrounds, and disciplines. Leila recalled her experience during the first term and “the heavy content of the curriculum and the language.” She recalled attending class where the instructors just “jumped” in, and “as an international student, I had no clue what they're talking about” and it was felt that an “international students' workload, at that time at least, was double the amount of what the rest were doing.” Leila went on to recommend providing an introductory course for international students that “is a safe space for them” as “it might be embarrassing for them to ask questions where they see that others can easily speak about those topics.” However, Amar felt that not all courses held the academic rigor he expected and stated to “raise the bar and then ask people who are from different background...we recommend watching this video...or reading about this material.” Therefore, while approached from different standpoints, the recommendation was the same to ensure introductory content was provided to those who may require it—international or domestic students.

Required: Faculty and Instructors

The role of faculty and instructors within the MPA program was frequently mentioned as an area that greatly influenced the experience of students. Emeryk reflected on the difference between instruction back in his home country and at JSGS noting that here the instructors “want you to succeed” and shared a story where a peer went to an instructor's office to ask for assistance, which the instructor provided. Emeryk recalled being shocked and said, “I almost fell out of the chair, like it would never cross my mind, how could you ask a prof to teach you math?” As well, Ling highlighted that one faculty served as “a great mentor” and went on to highlight that the instructors were “very international minded,” and she recalled feeling “lots of moral support having another professor” from her home county as a “role model.” Similarly, Sanjay felt “the key strength of the MPA program is about having the right and experienced

professors” to assist students in understanding the course materials. Patrick agreed and felt that there were “renowned professors” and said, “when I tell people that I was taught by a couple of professors, you know, these are people that they know, they hear of and like it gives me an edge.”

All participants shared the experiences they held with faculty and instructors, and most of those experiences were positive; however, Leila recalled:

The amount of support that was received from the professors and instructors, that was different...Some of them were more open to help out domestic students. I could even see that different type of supports that if you were domestic some of the instructors put the special attention to those people and tried to help them out to jump and go up and get into the PhD programs or leadership positions.

Leila went on to share her experience around considering applying for a PhD program as she wanted to continue her studies after the MPA. She had discussions with a few faculty members within the school who provided verbal support for her to apply but then she was told by another faculty member not to apply because they felt she was “not capable of doing a PhD program.” She recalled that at that time she was very young and “didn’t know anything about equity, diversity and inclusion and anti-racism” and looking back “I should have raised this issue, but I didn’t.” Ultimately, while Leila “had so many good experiences at Johnson Shoyama but this one was not a good one” and left her asking “what is my problem? Why am I not capable of doing that?” Leila wanted to share her experience to ensure other students did not face similar issues and suggested that “the school needs transparent procedures for recruiting PhD students in addition to the psychologically safe communication channel for international students that if they want to pursue further than MPA, there is a clear roadmap and unbiased guidance available.” Finally, James highlighted that his main concern “is the turnover of professors,” as during his time in the program, there were several individuals leaving, which he saw as a risk to JSJS as “sometimes it destabilizes the institution.”

Optional: Executive Internship

The executive internship program is an optional, competitive, and paid component of the MPA program. The duration of the internships held were between two and eight months with eight months being the most common. Most of the internships were with the Government of Saskatchewan, the City of Saskatoon, and the University of Saskatchewan. The importance and

emphasis placed on the internship was frequently highlighted through statements such as it “provided me the right platform to begin my career in one of the government offices here in Canada,” “it helped me transition from an academic world to the professional world,” it provided an opportunity “to lead doing,” “it was really a great enhancing experience,” and “I was able to meet with a lot of senior officials in the government.”

James appreciated the applied nature of the internship and recalled that “sometimes there is a gap between theory and practice, so, you can really see where the problem is when you actually go in the field.” As well, all interns are paired with a mentor within the organization they are placed, and the role and support provided by the mentor was highlighted. Amar reflected that “the mentor was excellent, I was really lucky, I had a really great support from my mentor.” Patrick reflected on applying for employment and said the “majority of the things I laid out in my resume were things that I did while I was doing my internship” and he was able to use references from his internship on his resume. Ultimately, the internship was a reoccurring theme throughout the interviews and several participants placed heavy emphasis on the importance of receiving a competitive internship placement to allow them to gain Canadian work experience in the public sector, networking, mentorship, references for future job searches, and the transitional role it played with employment.

The internship placement was frequently highlighted as a key piece, but several participants also mentioned how important the internship application and selection process were as well. Sanjay recalled “it’s a great, great process that is taking place in terms of the step-by-step process that takes place. So, there’s a briefing note exercise. Then there’s an internal interview and then an external interview.” Patrick also mentioned the internship process and recalled “the process leading to my selection was very intense, and I thought that it was the icing on the cake for me, for my MPA program, you know the whole process prepares a student.” Patrick and his peers formed a study group that “went over policy issues” and conducted timed briefing notes to challenge themselves. Ultimately, the internship application process was frequently highlighted as an important process in addition to the actual internship placement process as it replicated a job search.

However, as the internship is competitive, it can be stressful as not everyone receives an internship, or the internship placement may not be with the desired employer. Ling recalled “I did feel stressed about the chance of getting in because I already heard anecdotes, or at least

framing of narratives in a way that it is not easy for international students.” However, Ling then went on to say that she saw another student from her home country doing the internship, and “she got in and then that served as a motivation for me.” Other participants recalled their experience applying for the internship saying “it was really a kind of a stressful time” that was sometimes compounded by current contextual factors such as low number of internships available that year, high numbers of students applying, and the Covid-19 pandemic and uncertainty of whether the internship program would move forward or not. Areas in need of improvement around the internship included “better matching of candidates based on their experience” and that “the students’ past experience or educational background must be considered when they are being matched to possible employers.” Nasir highlighted the need for “more internship positions for international students” as “it really helped them to get a job.”

The internship is also an optional component of the MPA program and three of the participants did not take part in the internship. One participant applied and was not selected for a placement, and two participants decided not to apply. Eric did not take part in the internship program as he “didn’t want to be stuck in the internship program, and then maybe I won’t be able to, sort of move, transition if I get a job.” While the internship was most frequently mentioned as an employment transition support, Eric’s experience highlights that it could also slow down employment transition as the internship typically has a set time frame, and international students dealing with immigration policy and regulations cannot simply leave an internship and move right into employment. Emeryk also decided not to participate in the internship program, which is something he said he now regrets, and he could not recall why he did not participate “but I know that was a mistake looking back because people who did internship with government, they got a job with government.” Leila reflected upon her experience regarding the internship and that the “opportunities were very limited and that was a big challenge.” She recalled her experience applying for the internship, and receiving an interview but then she was not selected. Not receiving an internship then impacted Leila’s experience seeking MPA related employment and she recalled:

I realized that it’s really hard to find related job opportunities in Saskatoon. And as I said, because most of the MPA students were domestic, they had their network of connections and could find and secure opportunities easier. And I was very new to everything. I didn’t even know which website I should check for government related jobs.

Leila's experience highlighted how her experience of not receiving an internship then impacted her networking, Canadian work experience, and finding employment. However, Leila shared how she took initiative to seek out support from a JSGS faculty who then introduced her to an employer on campus, which was "a jump start" for her in finding employment.

Optional: Writing Support

The writing support provided by the JSGS writing specialist was frequently mentioned as a key support not only for assistance with writing skills, understanding academic integrity, and assisting with resumes and cover letters but also through the staff member's personal attributes. They were described by Ling as an "amazing teacher," "kind and nice person," "very supportive and generous," and someone that Ling viewed as a "very important supportive figure in my JSGS experience," who was key to her success and allowed her to develop "this ability to be able to transition into employment smoothly upon completion in Canada." Sanjay also highlighted the importance of the resume and cover letter support that the writing specialist provided as he "wanted to be sure about matching the expectations in terms of whether my resume and cover letter are in line to the Canadian context." The writing support provided was seen as both technical, but the staff member also provided the students with better understanding of the Canadian cultural context.

Optional: Staff Support

The role that all staff members played was frequently highlighted and Ling felt the staff were "international minded" and that they made you feel comfortable and welcome. Emeryk commented how JSGS "was a really good place to be" and "everybody was like so friendly" and "very kind." Nasir reflected that "staff were awesome" and James indicated they "were very helpful" in assisting with issues. In addition to helping students feel welcome at JSGS, Ling indicated that staff members would frequently "answer our millions of questions" and were always "available to help." Sanjay noted that "I've sent so many queries" and they were always responded to. Eric stated, "we had a lot of support" from staff in the office. Finally, Patrick said he wanted to commend "the support that I received" and that staff were "always there." The role of staff was highlighted as consistent, reliable, and positive through making students feel comfortable and welcome but also by helping and answering questions throughout the program.

Optional: Student Peers

The demographics of the MPA program vary by year but Leila noticed during her time that the MPA program “was more popular among local students” and that she “became friends with a few of them but some of them were more reserved.” Ling also reflected on the ratio of student peers in the program and viewed peer supports as:

An important supportive mechanism because I wasn't the only international student in the cohort, or I wasn't like alone or by myself from the very first day from the very first class...I felt it was a very good proportion of international students versus domestic students.

As well, the smaller size of the MPA cohort was noted as a benefit that Leila highlighted saying “the positive side of it was that the number of students were not that many, so we had so many opportunities to mingle and get to know each other.” In addition to mentioning the diverse student peer group and class size, Nasir highlighted his “strong relationship with the students” and spoke about study groups that provided him an opportunity to share his knowledge to assist others and mentioned the value of peer review groups. James also mentioned groupwork with his peers and the value of working with peers from different backgrounds. Patrick spoke about the importance of networking with peers in the class to get to know your peers and build your network that will move beyond the school, and into your employment network. Several participants mentioned that they were still in touch with their MPA peers well upon degree completion.

Optional: Student Employment Opportunities

A few participants were able to secure student employment on campus with JSGS during their time as an MPA student. Emeryk found employment with a centre connected with JSGS, that provided him with income and a flexible schedule during exam times. Emeryk recalled:

Not only did I get the Canadian work experience with crazy flexibility...I had to do public speaking there, which helps a lot with the confidence level. Because if you are a foreigner, you're really self-conscious every time you have to speak in public.

Emeryk's student employment was not only beneficial financially and convenience-wise, but it also provided him with Canadian work experience, public speaking experience, and “confidence building.” Nasir recalled his experience asking a faculty member if there was work available, and he was given the task of a literature review, which “opened the door for me to find a job.” Other

students mentioned securing student employment with research assistantships offered through JSGS faculty members, and Nasir highlighted the importance of “connecting the international students to job market to employers.” A noted benefit of finding student employment that was related to JSGS either through a faculty member or a centre, was the flexibility provided to the student during exam scheduling and class times.

Optional: Executives-in-Residence

JSGS consists of three branches, USask campus, University of Regina campus, and the Executive Education unit. The Executive Education unit consists of Executives-in-Residence who are former senior public servants who offer executive training but also provide support to the academic programming through course instruction, leadership, lectures, and events. Ling recalled her experience in the internship program where an Executive-in-Residence came to a meeting of the interns and “assured us that we could reach out to him personally to his e-mail if we have challenges finding employment.” Ling spoke about the “emotional support” this provided and that “it was not like an empty talk” as she reached out to him and received a response and he put in her touch with someone who assisted her. Eric recalled a similar experience where an Executive-in-Residence put them in touch with “someone in government who really helped me, and then gave me insights about how to outline my resume and what things, what to look out for when I’m applying for jobs.” This access to individuals who had public sector experience and connections was frequently highlighted as important.

Optional: Case Competition

The case competition involves students working together in a group of peers with a faculty member, Executive-in-Residence, or alumni coach to guide them through a select case and then present recommendations to a panel of judges. Case competitions have been held during the initial JSGS student orientation for all new students to participate in, later a JSGS internal case competition is held, and then the top students from the internal case competition are selected to go onto the national level. Case competitions were viewed as beneficial in terms of networking, and one participant mentioned how his coach during the case competition became his future manager. Patrick recalled his experience with the case competition being “an eye opener because that was my first experience to, you know, policy development” and appreciated the “hands-on experience.” Nasir also took part in the case competition and felt it was very good and helpful. However, he shared his experience presenting to the panel and recalled when he

“froze there when they asked questions, but I took that as an opportunity to learn more. I never forgot how I lost my words,” and he jokingly followed with “it helped me, now I know how to talk, and I never stop talking.” Ultimately, the case competition helped him with presentations but also with being “succinct.” However, Ling reflected that:

For international students that was quite a lot because the cases are very local. So especially for the orientation, I mean, it has both sides. On the one side, it gives you immediately a sense of what public policy studies, or what public administration is about, right? But, on the other hand, I remember I was very clueless!

Therefore, the timing of the case competition was viewed as important as Ling’s experience was during orientation when she first entered the program, and it was quite overwhelming at that point.

Optional: Public Lectures

James spoke about the different presentations that were held through JSGS such as the Houston Lecture and the Tansley Lecture and the opportunity to meet and talk with government officials and non-governmental organization presenters. James reflected how these lectures were helpful in that “you actually understand why certain things are the way they are from a policy perspective.” Eric also spoke about the quality of the public lectures where he would attend the lectures but then would reach out to presenters after with questions and they would connect. The public lectures were viewed to gain current knowledge and context but also a way to network and build connections.

Optional: Policy Shop

The policy shop has not consistently been an option for students as it is dependent upon if a JSGS faculty member is available to help oversee the policy shop. However, when it is running, it involves local community organizations submitting proposals to JSGS, and then JSGS selects which proposals to work on and provides free support to that organization on policy issues. It was mentioned by a few that it was helpful due to the applied experience gained but was not elaborated upon.

Other: USask Central Supports

Generally, when participants were asked about the academic programming and supports provided to them throughout their MPA program, they focused on supports within the academic department, which is the focus of this research. However, there were central supports positively

highlighted such as the International Student and Study Abroad Centre, Career Services, Gwenna Moss Centre, and writing support offered through the USask Library. The table below provides a summary of the MPA academic programming and student supports mentioned throughout the interviews and what was included and important, what was missing, and what was concerning from the perspective of the participants.

Table 4.5

Activities: MPA Academic Programming and Supports

Program or Support	Including & Important (Transitions)	Missing	Concerning
Courses and Assignments	Relevant and up-to-date content; applied content; briefing notes and environmental scans; presentations, groupwork, critical thinking skills	Policy development and good data analysis; CDIs not taught in core courses; additional government communication items; engagement with employers; additional emphasis on ethical leadership; international content; introductory course for new to Canada students	Very heavy for those new to Canada (double the work); lack of EDI
Faculty and Instructors	Knowledge and academic support; mentorship; diverse backgrounds; moral support; renowned professors	Unbiased guidance; stability of faculty	Different levels of support provided to domestic versus international students; EDI
Executive Internship	Employment transition; applied nature; networking; Canadian work experience; resume building; professional references; mentorship; internship application process	More opportunities in Saskatoon; number of placements to match number of students; opportunity for everyone to participate in the internship process; better candidate matching based on prior experience	Stressful and high stakes; competitive; those not selected may be in most need of experience; not being able to swiftly transition into employment; lack of awareness around importance of internship to future employment
Writing Support	Written communication skills; academic integrity; resume and cover letter support; employment transition; Canadian context; care and empathy		
Staff Support	Welcoming; care and support; answer all questions and help; guidance through MPA		
Student Peers	Balance of domestic and international students; peer learning; diverse	Engaging international and domestic students together;	

	perspectives; networking; relationships	peer mentors to provide unbiased guidance	
Student Employment Opportunities	Research assistantships with faculty; employment with centres affiliated with JSGS; flexibility; experience; confidence building	Formally connecting all students with potential employment	Student must take initiative – level of comfort varies
Executives-in-Residence	Practical experience from practitioners; employment connections; resume and cover letter help		
Case Competition	Groupwork; coaching; presentation skills; networking; hands-on experience		Local cases overwhelming for international students
Public Lectures	Presenters from the field; applied policy perspective; networking		
Policy Shop	Applied; experience		

The table above provides an overview of the activities that are incorporated into the final logic model. Throughout the interviews, the participants were asked broadly about what academic programming and supports were available to them. The above table highlights the responses that were provided, and it is possible that additional supports were available, but the participants did not recall them during the interview or only highlighted those most memorable. At times, there were probing questions used to ask about specific additional supports but for the most part, the question was open ended about programming and supports broadly.

Activities: Education on Indigenous Peoples in Canada

As a result of the document analysis of the internationalization strategies and the finding that themes related to Indigenous Peoples in Canada were missing, an interview guide question was added that asked: what education and knowledge were you provided with on Indigenous Peoples in Canada throughout the MPA program? Therefore, each participant was asked specifically about the education provided to them on Indigenous Peoples in Canada unlike the broad question around the programming and supports asked prior. The nine participants interviewed enrolled in the MPA program over a duration of 11 years and were placed into three groupings, which aligned with time periods of international education policy in Canada but also the three different versions of the MPA program. Four of the participants entered between 2011 and 2014 and were grouped MPA-A; three participants entered between 2018 and 2019 and were grouped as MPA-B; and two participants entered in 2020 and were grouped as MPA-C. When

analyzing the data, I was constantly comparing between participants; however, I was also comparing across the three groups of participants where appropriate. As such, the findings from the three groups of MPA participants are listed next followed by a table that highlights participants exposure to education on Indigenous People in Canada before reflections on the importance of this education.

Group A Experience

The MPA-A group of students (2011 – 2014) did not recall any education on Indigenous Peoples in Canada in the core MPA courses; however, a few of the participants mentioned elective courses that contained content and recalled one JSGS faculty member who provided a great deal of education on Indigenous Peoples in Canada. Ling recalled that “there was quite a bit of transformation in terms of Indigenization on campus” during her time in the program that included changing some of the language from Aboriginal to Indigenous. Ling enrolled in the elective course Indigenous Peoples and Public Policy, which provided a “full picture understanding of the Indigenous policies and topics in Canada.” Emeryk also took part in this elective course and felt the course provided him with a very solid understanding. However, Leila indicated that “honestly, I can’t remember any” and went on to say the courses maybe “touched on it but I can’t remember any deep discussions.” Nasir’s experience was similar and mentioned that in an elective course on social economy there was reference to Indigenous peoples, which “made me interested in learning more” and he recalled that “I don’t recall if we had anything [at JSGS]. I took it from the Gwenna Moss Centre” where Nasir took personal initiative to enroll in the All Nations learning program. As well, Nasir spoke of two Indigenous MPA student peers and the knowledge they shared with him during the program. Nasir reflected that “their door was open to us” and he recalled “the friendship that we built” and his appreciation for sharing their knowledge and culture.

Group B Experience

The MPA-B group of students (2018 – 2019) all mentioned education on Indigenous Peoples in Canada throughout their core MPA courses. During his time in program, Amar indicated that he learned about the “history of Indigenous people, their governance system.” As well, Eric indicated that at JSGS is “where I learnt everything about Indigenous people, truth and reconciliation.” Eric recalled a class where they “had a few Indigenous elders, who would also come and then talk to us about their experience. Yes, it was a very rich experience” but also

“very emotional.” James’ experience was similar as he recalled learning a lot during his first term in the introductory course, but he also stated that “a lot of courses had a mandatory component of it” and he enrolled in the elective course on Indigenous Peoples and Public Policy. Further, James spoke about his time in the internship and how that experience “showed the challenges that Indigenous people face with regard to things like health services” and went on to speak about a time where he was able to travel to an Indigenous community and speak with some of the “front line workers in remote areas.” He reflected that this experience highlighted how people “are struggling to hire people to work in remote areas” and he was able to apply his learning from the courses.

Group C Experience

The MPA-C students (2020) both mentioned education on Indigenous Peoples in Canada throughout their core MPA courses. As well, while Sanjay mentioned the elective course on Indigenous Peoples and Public Policy, he was unable to enroll in the course because of the timing of when he could take his elective. However, Sanjay mentioned there was a module in one of his core courses that “provided basic overview about Indigenous communities and what kind of difficulties they face” but also the need for engagement with Indigenous communities “during the policy development cycle.” Patrick recalled “webinars and courses on Indigenous peoples and awareness” and said, “it was quite extensive.” The table below highlights where the participants were able to receive education on Indigenous Peoples in Canada throughout their MPA program.

Table 4.6

Education on Indigenous Peoples in Canada Provided

Participant	Emeryk	Leila	Nasir	Ling	James	Amar	Eric	Sanjay	Patrick
Group	A	A	A	A	B	B	B	C	C
Education on Indigenous Peoples in Canada									
Core Course					X	X	X	X	X
Elective Course	X		X	X	X				X
Faculty and Instructors	X		X	X	X				
Internship					X				
Indigenous Peers			X						
USask Central			X						

The table highlights how education on Indigenous Peoples in Canada was initially part of the elective courses only and then became a component within the core courses. The internship

program, Indigenous student peers, and optional workshops outside of JSGS were mentioned as factors in gaining knowledge of Indigenous Peoples.

Importance of Education on Indigenous Peoples of Canada

When asked broadly about the importance of learning about Indigenous Peoples in Canada, responses ranged from providing a general awareness to the reason they were hired for a particular role to providing the ability to situate oneself in Canada. Many international students were unaware of the colonial history of Canada upon arriving. Sanjay recalled “it was something new for me because I wasn’t aware about Indigenous communities and their culture and the hardship that they faced.” Amar reflected that “to learn about Indigenous people was really amazing and eye-opening.” Ling indicated this education provided her with “more awareness.” James stated that “prior to coming to Canada, I didn’t know that there has been this history in Canada. It was new to me and was a bit of a shock.” Eric held a similar experience and said that “coming to Canada, I had no knowledge about Indigenous Peoples.” Eric went on to state:

For us who are newcomers to Canada, it kind of gives us that knowledge, and then to be able to see Indigenous people and recognize them, and then also be very careful not to perpetuate, and to remember, so that such things, such events don’t happen again.

Patrick held a similar view as he was also unaware of Indigenous Peoples and felt it was “an eye opener” but also, he stated that the knowledge he was provided with assisted him to “remove the bias that I maybe would have had.” Nasir reflected upon the Indigenous community and highlighted the “connection between my own culture and Indigenous culture here” and went on to indicate that he has “built a lot of relationships with them, and that relationship is just through sharing our culture.”

When discussing the relevance to employment, responses varied and participants such as Ling and Amar felt that it was not always directly applicable to day-to-day tasks per se, but it was very helpful in more contextual ways. For example, Ling recalled doing land acknowledgements during presentations, and “the Indigenous education helped me to understand as an international student what this land acknowledgement is about” and felt “that was helpful.” Amar held a similar experience and felt the education and knowledge provided background and contextual information that was “informing my understanding.” James built on that stating that “the background knowledge was relevant because it’s difficult for you to write anything about the challenges that Indigenous peoples face without a background knowledge to how it started.”

Sanjay reflected on his employment since the MPA program and mentioned working and engaging with Indigenous communities and how “those initial academic learnings, I can say, helped me build upon that, and then applied those academic understanding to practical world.” Eric’s experience has been similar as within his employment they are “responsible for things like Indigenous economic development” and “economic reconciliation.” Further, James felt that he received his employment position “based on what I learned from the course.” Ultimately, Nasir reflected upon his learning and indicated that the “similarity in culture was something that helped me to situate myself in Indigenous world here and connect.” Nasir’s statement highlights how his experience moved beyond contextual considerations and employment transition to how he is situating himself in Canada. The table below is similar in format to the MPA Academic Programming and Supports table that was highlighted prior.

Table 4.7

Activities: Education on Indigenous Peoples in Canada

	Including & Important (Transitions)	Missing	Concerning
Education on Indigenous Peoples of Canada	Awareness; contextual; engagement; application to real world; remember to not repeat; knowledge removes the bias; relationship; sharing culture; connection; situate oneself	Consistent Indigenous content throughout	Elective; dependent upon instructor; optional workshops

The table highlights the importance of the education on Indigenous Peoples in Canada as well as what is missing and concerning. Next, the activities provided throughout the MPA program then translate into outputs within the logic model framework and are examined.

Outputs: Participation, Employment, Additional Education

Within the logic model, outputs are a result of the activities and include the number of MPA students participating in programming and supports, and the number of MPA graduates finding Canadian employment. These two outputs were expected outputs of the activities. However, a third output, number of MPA graduates pursuing a PhD, was also uncovered throughout the interviews.

Number of MPA Students Participating in Programming and Supports

The programming and supports that participants mentioned throughout their MPA program were previously identified. Now, Table 4.8 below highlights the frequency of response of the programming and supports identified within the interviews. As well, the table below

distinguishes programming and supports into two categories – required and optional. The courses and assignments, as well as the faculty and instructors, are the required components within the MPA program. It would not be possible for a student to complete the MPA program without accessing these supports. However, the remaining components are considered optional, and therefore, the table below highlights the optional programming and supports in one column as identified (I) and the column to the right, those that were accessed (A).

Table 4.8

Outputs: Number of Students Participating in Programming and Supports

Participant	Emeryk		Leila		Nasir		Ling		James		Amar		Eric		Sanjay		Patrick	
Bachelors (B)	M		B		M		B		B		B		M		B		B	
Masters (M)																		
Professional Experience	No		Yes		Yes		No		Yes		No		Yes		Yes		Yes	
Group	A		A		A		A		B		B		B		C		C	
MPA Programming and Supports Identified - Required																		
Courses and Assignments	X*		X		X*		X*		X		X		X		X		X	
Faculty and Instructors	X		X		X		X*		X		X*		X		X*		X*	
MPA Programming and Supports Identified and Accessed - Optional																		
Identified (I)	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A
Accessed (A)	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
Executive Internship	X		X		X*	X	X	X	X	X	X*	X	X*		X*	X	X*	X
Writing Support			X		X*	X	X*	X	X	X	X	X	X		X	X	X	X
Staff Support	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X
Student Peers			X*	X	X	X	X	X	X*	X			X	X	X	X	X	X
Student Employment	X*	X	X		X*	X			X	X					X	X		
Executives-in-Residence							X	X			X	X	X	X	X*	X	X*	X
Case Competition					X*	X	X	X							X	X	X	X
JSGS Public Lectures					X	X			X*	X			X	X				
Policy Shop									X	X	X	X						
USask Central	X	X			X	X	X	X					X	X	X		X	X

The table above highlights the frequency of responses identified and accessed throughout their MPA program. Participants were asked to identify the programming and supports available to them, and it is possible that additional supports were available or utilized but they were not

mentioned during the interview. As well, while I made every attempt to capture the supports identified and accessed, as I was not going through each individual support asking if they utilized or not, it is possible, that the participants may have identified and accessed a support, but I only marked it as identified. The table above also highlights the programming and supports that were considered strengths within the MPA program or important for employment transition. They are identified above with a * to highlight their importance.

Number of MPA Graduates Finding Employment Upon Graduation

All but one of the participants indicated that they found employment immediately upon graduation. Five of the participants found employment within the provincial government and three found employment within USask. Many of these initial positions were term positions, although most of them were identified as directly relevant to the MPA program content. Patrick spoke about his experience gaining employment after the MPA and recalled “that was the only job I applied for, and that was my first interview, and I got the job.” Eric was initially pursuing positions with the federal government but found “it’s very difficult” and that “you have to really build your networks.” However, he was also applying for the provincial government as well, and he indicated that “I applied a number of times. Maybe I’ll say 10 times. I guess it’s not too bad, I’ve heard of people who sometimes have to apply more than 100 times before they, you know, get a job.” Emeryk recalled his experience, “I applied for jobs, and I got nothing. I didn’t even get an interview.” This went on for several months and he recalls feeling “really desperate. That’s like, I have to start doing something, like I can’t just wait. And I went to...a temping agency, and I ask for work there.” Emeryk was able to find temporary employment in a different sector, which eventually transitioned into full-time employment with that same company. Emeryk recalled that his boss later told him that since he came “here and gets a graduate degree in foreign language, he has to be smart and hardworking, so I hire him. So, I got the job based on that, that I had a degree not completely related to MPA.”

Number of MPA Graduates Pursuing a PhD

The research was not intentionally seeking to understand the number of MPA graduates who pursued a PhD upon degree completion nor was it an expected output. However, this topic came up within the interviews with five of the nine participants. One participant wanted to pursue a PhD but was discouraged from doing so, one participant mentioned they were admitted into a PhD program in Australia prior to beginning their MPA program, and three participants

identified that they were accepted and began a PhD program after completion of their MPA degree. Therefore, while this was not an output originally sought to be identified, it emerged throughout the interviews as an output within the logic model. As well, two participants identified further education in project management certificates after the MPA program.

Outcomes: Initial Outcomes, Intermediate Outcomes, Long-Term Impacts

Within the logic model, after activities and outputs comes outcomes, which are distinguished into three separate sections. First, the initial outcomes that include knowledge, skills, experience, networking, and awareness are summarized. Then, the intermediate outcomes of employment, further education, and immigration are highlighted. Finally, the long-term impact of internationalization is outlined.

Initial Outcomes

The participants in the interviews reflected upon their experiences with the academic programming and supports and education on Indigenous Peoples in Canada. The key themes that emerged were knowledge, skills, experience, networking, and awareness. Table 4.9 below identifies the outcomes that each participant highlighted as occurring because of the MPA program.

Table 4.9

Initial Outcomes Identified

Participant	Emeryk	Leila	Nasir	Ling	James	Amar	Eric	Sanjay	Patrick
<i>Knowledge</i>	X	X	X	X	X	X	X	X	X
<i>Skills</i>	X	X	X	X	X	X	X	X	X
<i>Experience</i>	X		X		X	X		X	X
<i>Networking</i>					X	X		X	X
<i>Awareness</i>	X		X	X	X	X	X	X	X

The table provides an overview of what the participants felt the initial outcomes of the MPA program provided, and again, the information was collected through open-ended questions and did not list each outcome. Therefore, it is possible that additional outcomes did occur; however, it was not directly mentioned in the interview.

Knowledge. All participants highlighted the outcome of knowledge that resulted, and Emeryk stated, “I had like tangible knowledge,” and “I understand how government works.” Leila highlighted how her “mindset is ready for accepting these challenges” and that the MPA program prepared her to tackle anything that comes to her. As well, Nasir indicated learning

“how to analyze policies,” “how the government functions,” and “decision-making in public policy.” Ultimately, all participants highlighted knowledge as an initial outcome.

Skills. Another related initial outcome that all participants mentioned were skills. This outcome included the ability to write briefing notes, do environmental scans, give presentations, prepare resumes and cover letters, and engage in teamwork. Emeryk stated “when you graduate from degree from our program, you can actually do things. Like if someone asked you, do you know how to write briefing notes? Oh, yeah, yes, I can.” He went on to indicate that the skills he learned while in the program provided him with the ability to write quickly and concisely and emphasized the writing skills that were developed throughout the MPA program. James also mentioned improving his “writing skills” throughout the program. Similarly, Ling mentioned the importance of “communication skills” and noted written and verbal communication. Leila also highlighted these skills learned but also the critical thinking skills that were gained that have ultimately “shaped my way of thinking.” Eric reflected that “we learned leadership skills, communication skills, presentation skills” that are all “standard in government.” All the participants in the study highlighted skills as an initial outcome.

Experience. Several participants mentioned experience as another initial outcome. Emeryk recalled his student employment position and the “Canadian work experience” it provided, which helped his “confidence level.” Further he stated, “as soon as you get to work in real life, you have to run meetings, you have to present, like you cannot avoid public speaking” and his student employment really assisted with gaining this experience. Nasir highlighted how he was able to experience “how the workplaces are in Canada” through his internship. Many of the participants, including James, highlighted the importance of “professional experience.” Sanjay highlighted how his experience in the internship and selection process “provided me the right platform to begin my career in one of the government offices here in Canada.” Well over half of the participants mentioned experience as an initial outcome.

Networking. The program provided multiple opportunities for students to build their networks in Canada. James spoke of the “many opportunities to network” with his student peers, public lectures such as the Houston Lecture and Tansley Lecture, as well as the internship where he was able to network through his employer but also through trips to community. The internship opportunity also provided students with individuals who could act as references. Sanjay highlighted the “need to create a good network with everyone” and took personal initiative and

time to reach out to staff, instructors, faculty, and executives-in-residence to expand his personal network.

Awareness. Most of the participants mentioned that they had no knowledge of the colonial history and education of Indigenous Peoples in Canada prior to arriving. The knowledge and education provided students with an “awareness”. Sanjay recalled “I wasn’t aware about Indigenous communities and their culture and the hardship that they faced.” James said, “it was new to me and was a bit of a shock,” Amar said it was “an eye-opening experience,” Patrick also said, “it was an eye opener”, and Eric said, “coming to Canada, I had no knowledge about Indigenous peoples, so, in JSJS, yes, actually was where I learnt everything about Indigenous people.” All but one of the participants identified awareness as an initial outcome of the MPA program.

Intermediate Outcomes

The intermediate outcomes are described as the actions that were the result of the initial outcomes, which in this case are defined as employment, further education, and immigration. The interviews sought to understand the experience participants had with obtaining employment and what employment they have held since graduation and what additional education they have pursued. While outputs previously touched on employment and education immediately upon degree completion, this section will expand and provide more detail on the employment found and education pursued since graduation.

Employment. As the participants graduated from the MPA program between 2011 and 2023, the duration of employment varied with some participants in their second employment position and others in up to their sixth employment position since graduation. Both Sanjay and Amar were able to find employment in government almost immediately upon finishing the MPA program. However, both reflected upon their intrinsic interest, and both later moved positions to another ministry as opportunities arose to an area that was of natural interest to them. Many participants were satisfied with their current employment and felt it was directly relevant to their MPA training. Eric indicated that his employment is “very much aligned, you know, with what I’ve done in the past in terms of my schooling and work experience.” Sanjay reflected that “in terms of getting a government job, getting to work on policy development process after having completed MPA program is something that has been accomplished in the right spirit.” Further, Sanjay spoke about his current position and highlighted how “it is always good when you tend to

work in a field that kind of interests you and that directly impacts you or a similar community. So, you get more enthusiastic to work for that particular subject.” When Patrick was asked if he had found desired employment, his response was:

100%. You know, I tell people that at each point in time since I came to Canada and joined JSJS, everything I’ve planned and desired, that’s how I’ve gotten them. You know where I am now, what I’m doing now, is what I love, and that is what I expected to be doing at this point in time.

Eric also discussed the roles he holds within his current employment and indicated that he can “work on very innovative things” and that “it’s very interesting.” So not only was employment relevant, but it was also meaningful and held an intrinsic interest for several participants. Finally, Nasir reflected on his employment over the years and indicated “there are three important things for me in any job. To see if it’s meaningful, and it’s impacting people’s life and improving their life, and if it’s healthy for me.”

While most participants indicated that they were currently in desired employment, and Sanjay was happy with his position, he did note he was in a term position and that was “something that I can improve further.” Patrick is also currently in a term position. Many of the participants were satisfied with their current employment; however, Ling noted that despite prior employment having direct relevance to her MPA degree, her current “role has nothing to do with policy.” Emeryk’s situation is similar in that the employment he has held since graduation has not been directly related to his MPA program.

Further Education. Upon completion of the MPA program, one participant indicated that they held a desire to pursue a PhD but were deterred. Two participants pursued and completed project management certificates. Three of the participants began a PhD program at USask after their MPA program. Two of those participants withdrew from the PhD studies before completion as they wanted to pursue employment instead. One of the participants is still currently pursuing their PhD studies.

Immigration. Immigration was not explicitly asked about as it was beyond the purview of this research study. Therefore, while immigration and applying for permanent residency was not explicitly asked about it did come up throughout the interviews. For some participants, it is assumed they are now permanent residents due to their length of time in Canada, and for others

who graduated more recently, it is likely they are currently here on their post-graduate work permit.

Long-Term Impacts

Finally, the interview questions did not directly address the specific longer-term impacts of internationalization as it was beyond the purview of this research study and rather focused on the experiences of students upon degree completion and focused on the initial and intermediate outcomes. As well, the questions were primarily focused on the experiences of MPA students, and the responses were a recollection of their actual experiences. However, the questions about internationalization included: how would you currently define the term internationalization; and what do you see as the advantages and disadvantages of internationalization. Therefore, these questions are not about their experience per se but about their understanding of the term because I wanted to hear their thoughts and the responses reflect the abstractness of the question. The participants' understanding of the term provides important information as it speaks to their framings of internationalization, which impacts their motivation, expectations, and overall experience.

Internationalization Framed as Strategic. Nasir's understanding of internationalization was around recruiting international students to Canada to ultimately transition into employment. Nasir spoke of "the demand of the job market" and "JSGS was training students to respond to that demand." While James was not familiar with the term internationalization, when asked within the context of education and the labour market, he also highlighted "bringing international students" and "bringing skills from outside the country to Canada." Eric's view was similar and felt the term was about "international students being able to transition and be able to maybe go to school, finish school and then settle," which would assist the labour shortage in Canada. Sanjay reflected his current understanding as "inviting them through the universities or academic programs and helping them understand the Canadian academic and work context and then transition them to the Canadian labour market." Finally, Patrick held a similar view and spoke of international students "coming to Canada with the necessary tools and necessary skills that they need to function and function very well in the system."

Internationalization Framed as Social Responsibility. Ling was not overly familiar with the term internationalization; however, she went on to state that "the existence of internationalization as a priority for this university that made me feel welcomed" and provided

“emotional support.” Ling’s understanding of internationalization was that of welcoming and cultural awareness and was never associated with “recruiting more international students.” Amar held a similar view in that internationalization was “to meet the international standards and the international kind of challenges” that assist “to meet the global challenge.”

Leila initially spoke about diversity and excitement meeting students from other cultures. However, her view of internationalization changed as she herself was challenged and she saw the challenges other international students faced here in Canada. Therefore, her view of internationalization changed during her time in the MPA program and now views internationalization as a “focus on inclusion” and “support systems” rather than just “diversity.”

Internationalization Framed as Academic. Emeryk was also not overly familiar with the term internationalization but stated that I “would assume that education system will be geared to be generic where you can work in international or any setting.” Therefore, Emeryk viewed internationalization as internationalization of the curriculum. Amar also spoke about providing academic content that could be applied broadly to other nations beyond Canada.

Advantages of Internationalization. Nasir highlighted the strength of internationalization in that “if you’re bringing students as immigrants and hoping them to stay in Canada, it’s best to bring the students and train them here and have more educated population who can contribute to the economy.” Patrick agreed and indicated that “without this program and the background that I have, I would have really struggled.” However, with his background and program he views himself as “adding value to the system.” Eric also mentioned that international students coming to Canada “helps to fill very important jobs that are probably, you know, we don’t have enough people to fill those jobs, and it helps, it kind of helps the economy.” Eric also highlighted that this may assist with “a smooth transition” to settling in Canada. Sanjay’s view was similar in that bringing “students with different levels of experience, with different backgrounds...helps when it comes to meeting our labour market demand” and that education assisted “them to integrate into the Canadian work culture.” Similarly, James highlighted that for international students this is “career development because no person wants to be in the same position for life.”

Ling felt the university was “welcoming international students” and had “cultural diversity awareness.” Emeryk also spoke about the value of learning diverse cultures and the concept of “mental maps” and reflected “I don’t understand myself really until I start living

among people of a different culture.” And then went on to state that “you’re set to think a certain way, and you can’t go above it until you’re exposed to a different culture.” Ultimately, Emeryk felt an advantage was “teaching international students about Canadian governing systems makes sense because they can see and understand their own system better by having comparisons.”

Disadvantages of Internationalization. However, the disadvantages of internationalization were also noted by participants. Nasir cautioned “is there enough jobs for the students out there? And if you’re training them, I think it’s good to work with the government to create jobs for the graduates.” Further, Nasir indicated that it is important to match an individual’s background to their training and reflected that he has seen “people come from different backgrounds, and then upon their graduation, they’re struggling to find a job because their background isn’t aligned with the degree that they got, and you know the job they want to get.” Relatedly, Sanjay mentioned “the gap that exists in the education sector of different countries” that “is not helping the students to easily transition.” Another risk that Nasir highlighted is admitting too many MPA students and not having enough internships for every student. He highlighted the need to expand the internship program beyond government and ensuring that the school can provide the internship opportunity for all students because “if you want to find the job, they want to see if you have a Canadian experience.”

Another caution from James was the notion of “brain drain from where they are coming from” that was of particular risk for “developing countries.” Eric also highlighted this risk and noted that countries “lose someone who could come back potentially, come back and then make an impact.” Patrick highlighted the potential disadvantage of institutions recruiting international students for their high fees and not providing “opportunities to home students” and felt that was a disadvantage to domestic students as they may be “left out in this skill development or personal development.” Finally, Eric highlighted the difficulties of separation from family and his own experience of not being home for three years.

Leila provided several suggestions on how to do better such as the need to ask questions such as “what strategies, what solutions, did you take to make your research group psychologically safe and optimize relationships in your group.” As well, “being transparent and speaking more about the issues rather than just focusing on the profile and the positive profile of internationalization.” She went on to say that “everything doesn’t need to be good” and to try various strategies to see what works. Leila indicated that learning also occurs through failure

when being open and transparent about what was tried, why it was not successful, and “these are the issues that we ran into and now we are even seeking solutions from the community.” There is a need to move away from metrics solely and instead focus on “indicators, such as the quality of support programs that we are providing to this many students.” Ultimately, while the general framings of internationalization mentioned by the participants fell under Strategic, Social Responsibility, and Academic themes, Anti-Oppressive framings were beginning to emerge in the recommendations on ensuring transparency, not just focusing on the positives of internationalization but recognizing the negatives, working with community to seek solutions, and a move away from metrics.

Contextual Considerations

Within the logic model, contextual considerations span across inputs, activities, outputs, and outcomes. There were a series of finding that arose throughout the data analysis that included overarching experiences that moved beyond specific supports and are more intangible pieces that felt important to capture. They included the experiences of Uncertainty; Persistence and Resilience; Agency and Autonomy; Belonging, Relationships, and Culture; Equity, Diversity, and Inclusion; and Progression of Needs. As well, the role of International Education Policy was highlighted throughout.

Uncertainty

The role of uncertainty was prevalent throughout the experiences of the participants from entry into the program, throughout the MPA, and upon degree completion. Sanjay spoke about his experience before even beginning the program and reflected that “I withdrew from the course during fall term that time, and then, two days later, I reached...asking whether I can rejoin because I got this study permit approval.” As well, uncertainty around the internship was another frequently mentioned aspect and Amar reflected “there’s a lot of students...where the seats were limited...it was really stressful...and what makes it really worse, was the beginning of Covid-19. We weren’t sure if they will continue with the internship or not.” Ling also recalled the uncertainty around the internship and stated “I did feel stressed about the chance of getting in.” James reflected upon the “turnover of professors” and the risk this type of uncertainty provided. Eric spoke of uncertainty related to tuition fees and how they increase over time.

Persistence and Resilience

The persistence and resilience of this group of participants was highlighted throughout the interviews. Sanjay spoke about his time studying online from home during the Covid-19 pandemic and that some classes went until midnight where he was located and that some of his classmates were joining the class in the middle of the night. Leila spoke about the heavy workload due to international students not always knowing the Canadian context in advance, which resulted in having to learn the whole Canadian system in addition to the course content. Emeryk spoke of his experience with building confidence and overcoming fear of presenting as English was not his first language and he expressed how difficult public speaking can be for international students. Nasir recalled presenting during the case competition and how he “froze” when “they asked questions, but I took that as an opportunity to learn more.” Nasir reflected on employment since the MPA program and his time working during their pandemic. He recalled that he “had quite a few severe burn outs, but you know, I also have resiliency, and I came back” and stressed the importance “to take care of yourself, to be able to help other people.”

Agency and Autonomy

Participants discussed the need for agency and autonomy in their own journey. Sanjay discussed how he felt that the MPA program would provide “an opportunity to move ahead in career in Canada” and the desire “to take my career to the next level.” James reflected the “opportunity for career development.” Many participants highlighted the supports that could assist them with their career growth and transition but were aware of their own role and agency in this process and Emeryk stated, “I don’t feel it’s a school responsibility to get people a job.”

Belonging, Relationships, and Culture

Ling reflected upon the importance of the cohort “because I wasn’t the only international student in the cohort, or I wasn’t like alone.” Ling also highlighted the importance of seeing another student from her home country in an internship, which provided her with the belief she too could obtain an internship. As well, Ling mentioned seeing a female professor from her home country as important and provided her with self-efficacy and a sense of belonging. Nasir spoke of feeling a kinship and “a connection between my own culture and Indigenous culture,” which resulted in him building several relationships “through sharing our culture, sharing the knowledge that I learned from them, and I was sharing what I learned from my own culture.” Nasir stated that this “similarity in culture was something that helped me to situate myself in

Indigenous world here and connect to that.” Several participants highlighted the importance of relationships. Many of the participants indicated that they are still in touch with other JSJS alumni despite having graduated many years ago. Most of the participants reflected on the role of the staff and ensuring that students felt supported and that they belonged.

Equity, Diversity, and Inclusion

The role of inclusion was highlighted by Leila as both a strength in that “the program was open to everyone with any background” but also a “challenge” as we must ensure to “make it more inclusive for everyone, and in order to make it inclusive, it needs to provide special type of support to those with special concerns.” Emeryk also spoke about his experience applying for bursaries and scholarships and how he was excluded and not able to apply to anything, which was “a barrier” because “how come I cannot apply for a bursary or scholarship while someone else can.” Ling recalled hearing that the internship was “challenging for international students to get in.” Leila noted there is not “enough information about anti-racism, EDI, and human rights and things like that and the offices. They [international students] are always afraid to open up.”

Progression of Needs

Finally, nothing is static, and several participants spoke about evolving and changing needs and desires. Emeryk recalled:

Perspective changes, because like, right after university money seems important because you don't have anything...but if you get ahead, if you have this, you have a car, and you are financially more secure, then you look for more meaning in life...so there's a progression of needs, you have shelter, food, you have all these basic needs fulfilled. Then you look for fulfillment in other aspects of life.

Similarly, Ling recalled that her expectations throughout the program “evolved and developed” as when she entered the program, she was seeking an internship position “but it was in the process of the internship, I think it's a gradual process that by the time I graduated I knew that I wanted to at least now stay in Canada.”

International Education Policy

Throughout, participants had to endure and deal with constantly changing international education policy that impacted them throughout their program and beyond. All participants mentioned reviewing the Government of Canada IRCC website to understand the immigration requirements to study in Canada. Many mentioned seeking to understand employment in Canada

after their MPA program, and some also mentioned the transition to permanent residency and if they can stay in Canada. As well, specific policies and programs were mentioned throughout the interviews, which included the graduate retention program, changes to the study permit approval process during Covid, changes to the number of hours international students are allowed to work, changes to the post-graduate work permit, and most recently, reducing the number of visas being issued and increasing the proof of financial funds to study in Canada. Ultimately, the international education policy field was viewed as constantly changing, and the reasons behind the changes not always fully understood. Next, the discussion of the findings follows, including connections between the document analysis and the interviews.

Discussion of Findings

The qualitative case study sought to answer the overarching research question: how are the framings of internationalization within the Canadian, Saskatchewan, and USask internationalization strategies impacting the experiences of international MPA graduate students during and upon degree completion? As such, I first discuss the framings of internationalization found within and across the strategies. I then discuss the experiences of international MPA students including the academic programming and supports that contribute to success through a logic model. Finally, I discuss the overall impact of framings of internationalization on international MPA students in Canada by considering the findings within the strategies in comparison to the findings from the interviews.

Framings of Internationalization Within and Across the Strategies

The first secondary research question was: how is internationalization framed at and across multiple policy levels in Canada's Building on Success: International Education Strategy 2019-2024, Saskatchewan's International Education Strategy, and the University of Saskatchewan's International Plan – University Plan 2025? The document analysis of the three internationalization strategies uncovered several framings. First, the framings found within each individual internationalization strategy are considered followed by a discussion of the overarching findings of internationalization across the strategies.

USask International Blueprint for Action 2025

The first finding within the USask strategy is an equal emphasis on Strategic, Social Responsibility, and Academic themes. This framing suggests that USask views internationalization as a nuanced phenomena that is influenced by multiple competing

motivations and priorities. This finding was like a study by Trilokekar and El Masri (2016) that reviewed the international education policy arena in Ontario and found that “institutional policies give importance to academic and social/cultural rationales which are in sync with their missions and roles” (p. 554). However, findings from a study by Buckner et al. (2020) indicated that “internationalization strategies imbue the same generic activities with many meanings, which likely helps internationalization garner acceptance from an institution’s diverse stakeholders” (p. 21). The finding from this study highlighted “the complexity of demands facing higher education institutions: they are both economic actors that operate with limited resources and fiscal constraints, and socio-cultural actors that have embraced changing mandates” (Buckner et al., 2020, p. 30). The first framing within the USask strategy is that internationalization is framed by Strategic, Social Responsibility, and Academic themes.

The second finding is that the USask strategy has limited Anti-Oppressive language, and when used, it is combined with other Strategic themes. This framing suggests that USask is aware of equity challenges within internationalization and begins to address barriers; however, the motivation behind may be to enhance Strategic themes. The strategy states to address barriers to increase international student enrolment but when discussing supporting international student success, there are no Anti-Oppressive codes found. This finding was like the study by Buckner et al. (2020) that examined 32 institutional internationalization strategies and found “ideas associated with an anti-oppressive frame are nearly absent” (p. 27). The second framing found is that Anti-Oppressive themes are used sparingly and combined with Strategic themes.

Finally, the USask strategy has very sparse language around Indigenous Peoples in Canada. This finding indicates that USask is beginning to think of the intersections between internationalization and Indigenous Peoples in Canada. However, there is no reference to how this intersection may explicitly occur within the document and rather the document highlights extracurricular opportunities that students can elect to engage in to learn more about Indigenous Peoples in Canada. The research by Buckner et al. (2020) stated the “explicit connection to understanding culture is relatively rare in the strategy documents we analyze” (p. 29) and further that “internationalization is rarely linked in these documents to these parallel calls to decolonize or indigenize the academy or to deconstruct the Eurocentrism within global higher education” (p. 30). This mention suggests that the USask strategy is further along thinking about the intersections between internationalization and Indigenous Peoples in Canada than other

institutions in Canada; however, it appears to be in the beginning phases of this discussion. The third framing found is that Indigenous Peoples in Canada are mentioned sparingly.

Saskatchewan's International Education Strategy

Within the provincial strategy, the first finding is that this strategy has an explicit framing of Strategic themes and highlights the recruitment of international students to meet labour market demand. This framing suggests the provincial government views internationalization as a strategy to meet the skilled labour shortage in Saskatchewan. A review by Xiao (2020) of international education policy in Alberta was similar and found that policy documents “have clearly demonstrated the rationale of using post-secondary education, and international education in particular, as a critical means to respond to the needs of the labour market in a global economy” (p. 122). Similarly, a review by Stein (2020) of the international education strategy in British Columbia found the benefit of international education was primarily “economic opportunity” through international student revenue, transitioning international students into “filling labour gaps”, and to foster business connections (p. 143). As well, this finding is similar to a study by El Masri (2020) that found international education to be a “policy solution to policy problems beyond the education sector,” and to recruit students “to address the declining demographics and labour market shortages” (p. 13). The first framing within the provincial strategy is that internationalization is framed by Strategic themes as a policy solution to recruit international students to then stay and work in Saskatchewan.

The second finding is that the provincial strategy has Academic and Social Responsibility themes, but they map onto Strategic themes that drive the strategy. This finding suggests that the provincial government is aware of the benefits of Academic and Social Responsibility themes but that Strategic themes are prioritized. Stein (2020) also identified multiple benefits and framing of international education in the British Columbia strategy; however, they noted that “economic opportunity” received “considerably more attention” than the benefit of “cultural exchange” (p. 143). The second framing is that Social Responsibility and Academic themes are used to support Strategic themes.

Finally, the third finding within the provincial strategy was that no Anti-Oppressive language was found other than in relation to the United Nations' SDG. This finding was similar to a study by Buckner et al. (2022) that examined how international students are discussed within EDI efforts. The study found that while international students were considered to bring diversity,

international students were “decoupled” from equity initiatives, and it was found that EDI efforts “are organizationally siloed from those related to international students supports, international student recruitment policies, and tuition policies” (Buckner et al., 2022, p. 52). In addition, within the provincial strategy, there is no language around Indigenous Peoples in Canada. The third framing is that Anti-Oppressive themes and Indigenous Peoples in Canada are primarily absent.

Canada’s Building on Success: International Education Strategy 2019 – 2024

First, the federal strategy has an explicit emphasis on Strategic themes and highlights the recruitment of international students because they are “ideal candidates for permanent residency” (Government of Canada, 2019, p. iii). Further it compares international students to exports and quantifies how much they are worth to the Canadian economy. This finding suggests that the federal government views international students as commodities to serve Canada. Throughout the literature, research studies have consistently emphasized the “neo-liberal economic approach to internationalization, focusing on the economic advantages of recruiting highly skilled international students from key markets to benefit the Canadian economy” (Larsen & Al-Haque, 2020, p. 349). Overall, Beck and Pidgeon (2020), while speaking of the previous federal international education strategy, stated “the document is rife with the language of competition” (p. 388). Ultimately, the first framing within the federal strategy is that internationalization is framed by Strategic themes to attract select international students as they are “ideal immigrants” who can easily integrate into Canada.

Second, the federal strategy has Academic and Social Responsibility themes, but they map onto Strategic themes that drive the strategy. This framing suggests that the federal government is aware of the benefits of Academic and Social Responsibility themes but that Strategic themes are prioritized. This finding was similar to the provincial strategy. The second framing is that Academic and Social Responsibility themes are used to support Strategic themes. Finally, the federal strategy has no Anti-Oppressive themes or language around Indigenous Peoples in Canada. Again, this finding was similar to the provincial strategy. The third framing is that Anti-Oppressive themes and Indigenous Peoples in Canada are primarily absent. Table 4.10 below outlines the findings and the resulting framings within each of the internationalization strategies.

Table 4.10*Framings from the Internationalization Strategies*

	USask	Provincial	Federal
Document Analysis Finding #1	Equal emphasis on Strategic, Social Responsibility, and Academic themes.	Explicit emphasis on the Strategic theme (and specifically to recruit and retain international students in Saskatchewan).	Explicit emphasis on the Strategic theme (quantifies how much international students are ‘worth’ both as students and then as ideal immigrants). Focus on diversifying the countries where international students come from to enhance trade.
Framing #1	Internationalization is framed by Strategic, Social Responsibility, and Academic themes.	Internationalization is framed by Strategic themes as a policy solution to recruit international students to then stay and work in Saskatchewan.	Internationalization is framed by Strategy themes to attract select international students as they are “ideal immigrants” who can easily integrate into Canada.
Document Analysis Finding #2	Anti-Oppressive language sparse and combined with other themes.	Social Responsibility and Academic themes map onto Strategic themes, which drive the strategy.	Social Responsibility and Academic themes map onto Strategic themes, which drive the strategy.
Framing #2	Anti-Oppressive themes are used sparingly and combined with Strategic themes.	Social Responsibility and Academic themes are used to support Strategic themes.	Social Responsibility and Academic themes can be used to support Strategic themes.
Document Analysis Finding #3	Language around Indigenous Peoples very sparse.	Anti-Oppressive themes and language around Indigenous Peoples missing.	Anti-Oppressive themes and language around Indigenous Peoples missing (except in reference to ‘under-represented’ groups).
Framing #3	Indigenous Peoples in Canada are mentioned sparingly.	Anti-Oppressive themes and Indigenous Peoples in Canada are primarily absent.	Anti-Oppressive themes and Indigenous Peoples are primarily absent.

The table emphasizes that while there are similarities within the framings there are also differences, which are discussed in detail next.

Framings Across the Federal, Provincial, and Institutional Strategies

Examining the internationalization strategies relationally allowed for a more nuanced understanding of the broader internationalization context of post-secondary education. As well, this relational analysis assisted in uncovering where there was policy convergence, policy disconnect, and policy silence across the framings of internationalization in the federal, provincial, and institutional levels regarding international students. Overall, there are three overarching findings: policy convergence: predominant Strategic framing, policy disconnect:

student to labourer to resident, and policy silence: lack of reference to Anti-Oppressive themes and Indigenous Peoples in Canada.

Policy Convergence: Predominant Strategic Framing. The finding across the strategies is that internationalization is predominantly framed with Strategic themes in the federal and provincial strategies with Academic and Social Responsibility themes used to support Strategic themes sparingly. A combination of Strategic, Academic, and Social Responsibility framings are utilized within the institutional strategy. However, all three strategies emphasize the importance of Strategic themes such as international student recruitment, and overall, there is a strong Strategic framing found throughout the strategies. An analysis of policy documents at the federal and provincial levels in Alberta by Xiao (2020) also found policy alignment in “areas such as international student recruitment and retention” (p. 125). In sync was Trilokekar and El Masri (2016) who found “a positive synergy between government policy and institutional strategy on international student recruitment” (p. 554). In addition to international student recruitment, Xiao (2020) also highlighted “neo-liberalism’s strong influence” and a “market-oriented approach to international education in order to diversify the provincial economy and develop Alberta for a knowledge-driven future” (p. 130). Trilokekar and El Masri (2016) found policy alignment as well amongst university and government internationalization strategies in Ontario with a focus for “an economic case for internationalization” (p. 553). Overall, they indicated that “at the level of policy rhetoric and strategy priority, there seems to be close alignment across federal, provincial, and institutional international students recruitment policies” (Trilokekar & El Masri, 2016, p. 553).

This Strategic framing implies a policy convergence that internationalization is primarily framed to advance Strategic priorities at the government levels with a more balanced approach of Strategic, Social Responsibility, and Academic framings at the institutional level. These findings were not unexpected due to the literature reviewed. However, the literature review conducted on the framings of internationalization strategies did not uncover research within Saskatchewan and the University of Saskatchewan, and therefore, this research provides findings into the framing of internationalization specifically within the province of Saskatchewan and the University of Saskatchewan. The Saskatchewan context is important to examine as the provincial governments in Canada have authority over education, and as such, it is important to examine the provincial

document to specifically understand the framing of internationalization in Saskatchewan as other provinces may take alternative approaches.

Policy Disconnect: Student to Labourer to Resident. The second finding is that the framings of international students within the strategies are not always aligned. The federal and provincial strategies tie studying in Canada to employment (provincial) and immigration (federal). In contrast, the institutional strategy has no mention of this transition from student to labourer to resident. Trilokekar and El Masri (2016) in their study of Ontario documents, found “a lack of perfect synergy between government policies and institutional strategies” (p. 553) and that misalignment was found “when it comes to their [international students] retention as immigrants” (p. 554). Xiao (2020) also found policy divergence where “federal-level policies and regulations for student visa approval and immigration have not always aligned with the provincial and institutional demand” due to “the stringent and constantly changing student visa and immigration rules” (p. 126). Bozheva’s (2020) study explored Canadian institutions to understand whether “universities, especially after Bill C-35, consider themselves channels of international students retention by providing the necessary RCIC staff” (p. 448). A review of the online ICCRC registration information indicates that as of August 2024, USask does not employ RCIC staff. Bozheva (2020) highlighted how “hiring RCICs is indicative of institutions’ willingness to partake in a province- and nation-wide talent retention agenda” (Bozheva, 2020, p. 453).

Therefore, the strategies are sending mixed messages in that the federal and provincial strategies are recruiting international students to come to Canada to study and then stay, whereas the USask strategy sets out to recruit students but leaves the transition to the workforce out of the strategy. This finding was similar in the study by Trilokekar and El Masri (2016) that found “supporting the transition of international students as new immigrants is a policy arena resulting in close cooperation between the two levels of government; however, university strategy documents rarely reflect this policy intent” (p. 554). Further, the study by Buckner et al. (2023) examined Canadian college internationalization strategies and found that less than half of the documents analyzed mentioned immigration. Buckner et al. (2023) reflected:

We suspect that many colleges do not want to discuss immigration in official documents because they cannot promise an immigration pathway to students. However, the absence

of immigration in these strategy documents may also reflect the lack of attention or interest paid to international students' future goals.

Within the USask strategy, there is no mention of immigration and rather the focus for student supports are to enhance experience, inclusion, and retention. Considering that many international students choose to study abroad with a goal to seek employment and/or immigration, this lack of reference and acknowledgment of students' goals and aspirations is troubling (Buckner et al., 2023). Buckner et al. (2023) "argue that this one-side approach is short-sighted: neglecting the ambitions, goals, desires, and voices of international students in official documents may end up countering stated goals of reciprocity, intercultural exchange, and learning" (p. 12). Further, Stein (2020) stated that "the promise of immigration is held out to international students without significant nuance surrounding the potential challenges and inequalities involved," which could result in a "vulnerable labour force of people who are willing to work for lower wages, and/or in jobs for which they are overqualified" (p. 147).

Brunner (2021) described this three-step immigration process as "edugration" where the institution is concerned with recruiting students to the university as the first step. The provincial government is concerned with the second step of retaining international students to fill the labour gap. The federal government is concerned with the third step of employment to permanent residency of "ideal immigrants." Further, Brunner (2021) called to attention multiple issues with this framing such as ongoing colonial "replications of privilege and power," and further, "how both higher education and (im)migration continue to play active roles in colonialism today" (p. 30).

As found in the literature, the policy disconnect and lack of coordination can be harmful to international students as there is no guarantee of employment post-graduation and transitional supports could be missing. Again, given the earlier review of the literature on this topic prior to the study, these findings were not unexpected. However, as noted, the review of the literature on the framing of internationalization did not uncover research conducted within Saskatchewan, and therefore, this finding does provide important research into the framing of internationalization specifically across the federal government, provincial government of Saskatchewan, and the University of Saskatchewan.

Policy Silence: Lack of Anti-Oppressive Themes and Mention of Indigenous Peoples in Canada. The third finding is that the strategies have very little to no reference of Anti-

Oppressive themes or Indigenous Peoples in Canada. This finding was like the study by Sabzalieva et al. (2022) that indicated “policy reports and official documents tend not to convey concerns about discrimination towards international students and seem to actively avoid discussions that such behaviour could be race-based” (p. 194). This lack of reference or mention could be “out of fear that this might undermine the...discourse of a harmonious nation” (Sabzalieva, 2020, p. 194). Further, Stein (2021) discussed the notion of “institutionalization of critiques,” and that even when mention occurs, “the effect can be to improve their public image and deflect further critiques, but without actually interrupting the continuation of colonial business as usual” (p. 1775). Again, this finding was not unexpected; however, the research will provide insight into the Saskatchewan context and draw focus to the need for inclusion of Anti-Oppressive themes within internationalization strategies.

The overarching absence of Indigenous Peoples in Canada within the internationalization strategies is concerning as international students are new to Canada and may not have a good understanding of the colonial history of Canada and Indigenous Peoples. The finding that there is very little to no mention of Indigenous Peoples in Canada was not necessarily unexpected, not because it was felt that Indigenous Peoples in Canada would be included in the strategies, but because it was simply not imagined as a potential finding as the strategic priorities of internationalization and Indigenization are commonly thought of as silos within post-secondary education. However, Beck and Pidgeon (2020), when speaking of internationalization, highlighted that “policies must clearly articulate intent to decolonize” and “make visible the hidden curriculum” (p. 400). However, the strategies make no mention of this intent, and Viczko (2020) indicated that “in any political mapping there is a necessity for also considering silences, spaces in which the competing of networks becomes silent, where there is a lack of debate” (p. 316). Viczko (2020) utilized controversy mapping to show “the tensions that exist in discourses but also in the realities that are performed through them” (p. 315). As such, the overarching findings within the internationalization strategies are outlined in Table 4.11 below followed by the realities of international MPA students.

Table 4.11

Policy Convergence, Disconnect, and Silence within the Strategies

Finding #1: Policy Convergence – Strategic Framing	Internationalization is predominantly framed with Strategic themes in the federal and provincial strategies with Academic and Social Responsibility themes used to support Strategic themes. A combination of Strategic, Academic, and Social Responsibility themes are utilized within the institutional strategy.
Finding #2: Policy Disconnect – Student to Labourer to Resident	The specific framings of international students within the strategies are not always aligned. The federal and provincial strategies tie studying in Canada to employment (provincial) and immigration (federal). The institutional strategy has no mention of the transition from student to labourer to resident.
Finding #3: Policy Silence - Lack of Anti-Oppressive themes and Indigenous Peoples	The strategies have very little to no reference of Anti-Oppressive themes or Indigenous Peoples in Canada.

The experiences of international MPA students will be discussed next followed by mapping those realities onto the findings identified above.

Experiences of International MPA Students

The next research questions were: what are the experiences of international MPA students throughout and upon degree completion; and what academic and student supports contribute to the successful transition of MPA students into Canadian employment? The sections below discuss the findings through the emergence of the logic model. As well, these findings highlight the connections to the role of student persistence. Vincent Tinto (2017), a seminal author in student motivation theory, provided a model of student motivation “that focuses only on those experiences on campus that shape student motivation that are within the institution’s capacity to influence” (p. 6). Tinto (2017) identified motivation to persist in post-secondary institutions as a combination of student goals, self-efficacy beliefs, sense of belonging, and perception of the curriculum, and as such, the factors related to student persistence are highlighted throughout the discussion. While Tinto’s (2017) model is intended as a model to understand why some students complete their degree and others do not, it is utilized here to understand what factors impact student success more broadly both throughout and upon degree completion.

Inputs

The MPA program welcomes students from diverse backgrounds and with varying levels of professional experience. While the diversity of students is felt to be a strength of the program where individuals from all backgrounds can come and share their experiences, this can also be a challenge, as students are not entering with similar education and experience. Therefore, the

interviews with participants highlighted the need to acknowledge these differences and provide supports to set all students up for success.

Motivations. In addition to entering with diverse backgrounds, students enter the program with multiple motivations for pursuing the MPA program, including academic learning, executive internship, career growth, value alignment, and specifics related to USask and/or JSGS. This finding was similar to a literature review conducted by El Masri and Khan (2022) that examined the experiences of international students in Canada and found motivations were around education, connections, immigration, and employment.

Preparation. Students prepare for the MPA program by reviewing the USask/JSGS websites to understand the MPA program and by reviewing the Government of Canada/IRCC website to understand factors related to their study permit. Only one student reviewed the Government of Saskatchewan website in advance. An interesting finding was that none of the participants had read any of the internationalization strategies prior to entering the MPA program—but also noting that some participants entered the MPA program before there were internationalization strategies. This indicates that the internationalization strategies did not influence the participants’ understanding of internationalization nor did the strategies provide any expectations. However, participants were certainly aware of the framings of internationalization and the evolving international education policy landscape that impacted them.

Expectations. Students held varying goals and expectations for themselves that included academic learning, internship, and networking throughout the MPA program. Upon degree completion, expectations were around employment and immigration. Student goals and expectations were not always static and often evolved throughout their program. Prior research conducted on student persistence highlighted the importance of goals on student success (Tinto, 2017). The goals of academic learning, internship, and networking during the MPA program were explicitly stated by participants as well as the goal of employment upon degree completion whereas the goal of immigration and permanent residency was noted explicitly by one participant but with other participants it was an implied understanding. These findings were similar to research that highlighted “employability is a key driver for studying abroad” (Zhao et al., 2022, p. 4).

Within the logic model, the MPA students are identified as the inputs; however, students are a heterogeneous group, and one should not assume homogeneity of any student group—including international and domestic—nor should they discount commonalities across different student groups. The interviews with these nine individuals resulted in similar themes uncovered; however, it also uncovered the differences and individuality of each participant, which should be respected and acknowledged. Everyone comes into the MPA program with their own unique background and experience, motivations, preparations, and expectations. Therefore, while institutions can provide programming and supports to aid in student success throughout and upon degree completion, the role and agency of the student cannot be diminished. As Tinto (2017) stated “students have to want to persist and expend the effort to do so even when faced with the challenges they sometimes encounter” (p. 2). Therefore, the role of the institution is to then address those challenges when uncovered, and to foster and provide space for the successes. The activities, which include the academic programming and supports provided within the MPA program, are discussed next.

Activities

Throughout the interviews, there was lengthy discussion about the academic programming and supports available to MPA students throughout their program. Generally, it was found that many of the supports were important and helpful, and therefore, can be viewed as areas the department should continue to offer and expand upon. However, participants also shared pieces they felt were missing as well as observations of what was concerning, which were summarized prior and will be further addressed in the implications section that include program level recommendations for improvement. While there were similar findings throughout the discussion, it should be noted that the participants spanned the program over 10 years, and as such, their experiences were sometimes dependent upon the staff and faculty employed at the time of their program. The programming and supports discussed next are not the full list of supports that were mentioned in the interview findings but rather are the recommendations made by participants and the more prominent and salient findings that emerged.

Courses and Assignments. Overall, the participants were satisfied with the courses and assignments throughout the MPA program and felt they were provided with relevant and applicable content. However, there were a few shortcomings identified within the course content that participants provided recommendations upon. Tinto (2017) highlighted the importance of

perception of the curriculum, and in particular, the student view of quality and relevance, and how a negative perception of the curriculum can diminish motivation to persist. Participants provided recommendations for improvement that were connected to participants' original motivations and goals to enter the MPA program. A recommendation for department engagement with various government ministries to understand their expectations of public servants and to then incorporate that feedback into the curriculum is directly related to the motivation of finding employment. A recommendation to ensure ethical leadership was highlighted throughout the MPA program can be linked to motivations around value alignment.

Another recommendation from participants was to expand the focus of the MPA curriculum to include an international context. Tinto (2017) highlighted the importance of curriculum that "is inclusive of the experiences and histories of the students they serve" (p. 10). Currently, the MPA program is focused on training Canadian public servants, and while many of the international students in the MPA program have the goal of staying in Canada upon degree completion, others plan to return to their home country. This finding was similar to the study by Guo and Guo (2017) that also found "little internationalization of the curriculum" (p. 859). The curriculum could be enhanced by providing both Canadian and international content.

The third recommendation around the curriculum was the need for introductory content due to the diverse backgrounds of students entering the MPA program. This introductory support should be offered for all students – regardless of immigration status – as permanent residents, who are classified as domestic students, may have never studied in a Canadian institution, and may require similar content. As well, Canadian citizens may not have the knowledge of Canadian governance and policy generally. Self-efficacy, or the belief in their ability to succeed, is another prominent consideration within student persistence and Tinto (2017) highlighted the need for introductory and contextual support to help students succeed early in program. Overall, the participants were very satisfied with the courses and assignments, and the recommendations were provided in the spirit of constant improvement.

Faculty and Instructors. Faculty and instructors were frequently mentioned as an important supportive mechanism, and overall, the participants were satisfied with the instruction provided. Seeing oneself in the instructor was mentioned as an important factor for success and belonging, which highlights the importance of having a diverse faculty and instructor complement. A diverse faculty complement speaks to sense of belonging within Tinto's (2017)

persistence model. As well, being taught by renowned professors and how that instruction could potentially provide a student with an advantage moving into the workplace was mentioned.

However, not all experiences were positive, and one student highlighted their experience facing discrimination, which can negatively impact self-efficacy and sense of belonging. Students were not explicitly asked about discrimination during the interviews and rather they were asked to reflect upon their experiences and what was positive and what could be improved upon. While only one student mentioned discrimination explicitly, it is possible that other students encountered similar situations. International students' experience with discrimination and racism is well documented in the literature (Guo & Guo, 2017).

Finally, faculty members and instructors eventually leave, and when this occurs, there is a change that must be taken into consideration as that individual takes with them what they brought to the academic department. Within an interdisciplinary department this could leave the department with a gap in knowledge, which can impact perception of the curriculum. For example, when a faculty member who holds expertise in social policy leaves and the new faculty member recruited holds expertise in environmental policy, there is a loss of knowledge in the social policy field or vice versa.

Executive Internship. The executive internships were frequently referenced as a main highlight of the MPA program due to the practical work experience it provided. An interesting finding was the importance of both the actual internship placement but also the internship selection process, which was viewed as replicating an actual job search in Canada and the “icing on the cake.” However, the stress and vulnerability that international students encountered when applying for the competitive internship cannot be understated. Some participants entered the MPA program with the specific goal and expectation of receiving an internship, and as the program is competitive, this expectation is problematic as those who may be in the most need of an internship, may not receive one. To receive an internship a student must have a GPA above 75%, pass a briefing note exercise, have references from JSGS instructors, and then must go through an interview process. This process naturally selects the students who perform well in this situation and are likely to also perform well in a job search after graduation. This optional and competitive selection process leaves international students in a risky situation—both as they may not receive an internship, but they also may not be fully aware of the importance of applying for the internship until it is too late, and they no longer can participate. As well, international

students must abide by immigration policies, and as such, exiting an internship early could have negative implications for them, which they must take into consideration that domestic students do not need to worry about. One implication of not being able to exit an internship, is that a student would not be able to accept an employment offer until the internship was complete, so while the internship was almost always viewed as a support to transition into employment, it could also be viewed as a barrier and obstacle for international students to accept employment because of their visa status. Similarly, a study by Gopal (2022) also emphasized the importance of internship opportunities for international students that can lead to enhanced employment employability outcomes; however, this study also highlighted barriers and inequities within accessing internships.

Writing Support. The importance of writing support is frequently highlighted in the literature especially for international students where English is not their first language. However, only a few of the participants within this study had English as a second language. Despite this, all participants emphasized how important the writing support was not just for technical skills but for the empathy and cultural support provided by the writing specialist. Not only did the writing support specialist assist in building technical skills, but they also enhanced students' confidence and academic self-efficacy. Universities often have centralized writing support; however, this study highlights the importance of having writing support directly within the academic department by a specialist that can provide writing support for MPA students specifically.

While the discussion will not go into detail upon the remaining supports identified within the findings from the interviews, it should be noted that several of these supports were found to support self-efficacy, sense of belonging, and perception of the curriculum, which Tinto (2017) identified as factors that aid student motivation to persist. Staff support contributed to self-efficacy and sense of belonging through advising, care, and guidance throughout the program. Student peers directly attributed to a sense of belonging with the inclusion of a diverse student group; however, further engagement between international and domestic students was identified as an area of improvement. Student employment opportunities within the academic department greatly contributed to self-efficacy and perception of the curriculum through allowing students to apply their learnings to practice, and public speaking that aided in confidence building as but two

examples. Finally, Executives-in-Residence, Case Competitions, Public Lectures, and Policy Shop were all identified as valuable supports throughout the program.

Education on Indigenous Peoples in Canada. The education provided on Indigenous Peoples in Canada was sparse in earlier years and was only included in elective courses; however, the education later moved into the core curriculum. Participants frequently highlighted the education provided by one specific faculty member. As well, outside of the formal curriculum and instruction, participants identified learning about education on Indigenous Peoples in Canada through the internship, central supports, as well as through Indigenous peers. The value of this education was highlighted by every single participant as important. Many participants highlighted that they held no prior knowledge of Indigenous Peoples in Canada and what a shock it was for them learning upon arrival in Canada. One participant spoke of how important this education was to ensure that they did not hold a bias towards Indigenous Peoples in Canada. As well, one participant spoke of how the education and culture shared has allowed him to situate himself in Canada.

Overall, these findings were similar to a research study by Villegas et al. (2020) that examined migrant students and how they “learn about the history and current contexts of Indigenous peoples in Canada,” and it was found that many of the migrants “engage in protracted efforts to understand the histories and power struggles that have occurred in the places to which they migrate” (p. 1132). As well, Villegas et al. (2020) found “an uneven educational landscape whereby only specific instructors, courses, and disciplines provided meaningful information” (p.1140).

Outputs

Within the logic model, outputs are focused on the numbers. This case study is a qualitative research study, and as such, quantitative indicators such as numbers are not the focus. However, as logic models were employed, and due to my own pragmatic constructivist approach, I will briefly speak to the numbers found within outputs while stressing that within the interviews, finding the exact and specific number of students who accessed each support, found desired employment, and pursued future education, was not the aim of the interviews. Rather participants were provided with an opportunity to reflect upon their experience, bring forth what they viewed as memorable, and through their reflections, the responses were then analyzed, and an overview is provided below that is supplemented with descriptions.

Number of MPA Students Participating in Programming and Supports. The number of MPA students participating in programming and supports was highlighted earlier in Table 4.8. This table outlined the supports identified, accessed, and highlighted as a program strength or important to employment transition; however, the table is used cautiously as I did not specifically ask about every support within the MPA program, and it is possible that participants accessed additional supports that were not captured. As well, the question around the programming and supports that were highlighted as a program strength or important for employment transition varied throughout the interviews and was dependent upon the flow of responses within the interviews. At times, the question was what the strengths were and for others it was what was important for employment transition. As well, the number of strengths mentioned varied from one to five as I did not give a minimum or maximum number and rather allowed participants to respond freely. However, as employment was a goal of the participants, it is assumed that the strengths of the program as well as the pieces important for employment transition are similar in response. Therefore, when reviewing the table for those marked as important, several of the programming and supports were found to be important.

The most frequently mentioned support was the Executive Internship (n=5), which indicates that the Executive Internship was felt to be the most important support within the MPA program. Next, Faculty and Instructors (n=4), followed by Courses and Assignments (n=3), Writing Support (n=2), Student Peers (n=2), Student Employment (n=2), and Executives-in-Residence (n=2). Ultimately, this highlights the importance of ensuring a wide variety of programming and supports with the Executive Internship being noted as the crucial component. In addition to the programming and supports identified, the remaining supports were all noted as adding value.

The Executive Internship was the most frequently mentioned strength of the program that aided in employment transition. This was not surprising, and research by Scott et al. (2015) advocated “to increase international students’ access to formalized off-campus work opportunities in career-related fields” and to ensure connection “with Canadian industry partners” (p. 15). In a study by Trilokekar and El Masir (2016), university staff were interviewed and indicated that international students had difficulty finding Canadian employment as “international students’ lack of Canadian work/volunteer experience is a major hindrance” (p. 550). Further, a study in the United States by Gopal (2022) found that participating in an

internship provided multiple benefits such as applied and hands-on experience in the real world, skill development, exposure to work culture in host country, networking, mentorship, and “in many cases are the pathways into that field” (p. 88). An overarching finding within the study by Gopal (2022) was that “internships in general have a positive impact on international master’s students’ ability to gain work experience in their chosen field and could provide them with the ‘competitive edge’ they need to successfully transition to the workforce after graduation” (p. 88). Therefore, this finding was certainly supported within the literature, and aids to highlight the importance of providing internships and addressing areas that are identified as missing or concerning within the internships by the MPA participants.

Within the logic model framework, it indicates that activities result in outputs. However, this transition is not always linear, and at times, certain supports lead to the participant accessing another support. For example, Ling highlighted that the writing support offered was a “very, very important factor that I was able to get into the internship” so accessing the writing support led Ling to be able to access another support—the internship. Patrick mentioned a similar experience in that the writing support “helped me when I was preparing for my internship interview.” Therefore, the activities are not always directly linear to outputs, and when discussing the strengths of the program and importance to employment, simply identifying the number of participants who highlighted each as important does not capture the complexity and nuances of accessing supports. As such, within the logic model, it should be highlighted that Activities can be circular throughout the program as students access and take part in different programming and supports. Further, choosing to access the supports are influenced by a student’s background as well as their expectations and prior goals identified. As such, an overall finding of the research is that the diverse student backgrounds, motivations, and expectations all influence the need for a wide variety of academic programming and supports located in the academic department with an emphasis on the importance of the internship program. Future research could expand upon this with surveys sent to all MPA alumni listing the programming and supports available to them using a Likert scale to identify level of importance and connections.

Number of MPA Graduates Finding Employment Upon Graduation. All but one of the participants indicated that they found employment immediately upon graduation. The individuals often found term positions that later transitioned into a permanent position. As well, interestingly, many participants found employment within the Saskatchewan provincial

government or within USask upon graduation. Participants held direct connections with the provincial government throughout internships, Executives-in-Residence, and public lectures. Employment of MPA graduates in Canada will be expanded upon further under intermediate outcomes and will discuss experience finding employment but also employment since graduation.

Number of MPA Graduates Pursuing a PhD. Three of the participants began a PhD program after completing their MPA degree. This finding was not an expected output of the MPA program as the MPA program is a course-based professional program and not a typical route to a PhD program. The more common route would be a master's thesis program to a PhD program. Further, none of the participants identified acceptance into a PhD program as an expectation of the MPA program. Therefore, it is possible that throughout the MPA program this goal emerged or was encouraged at some point through a faculty or mentor. In addition to the outputs listed, future research could examine other outputs such as the number of international MPA students who applied for a post-graduation work permit and/or permanent residency status.

Outcomes

The outcomes within the logic model come after outputs and include short-term outcomes that are immediate upon graduation such as knowledge, skills, experience, networking, and awareness. Next, mid-term outcomes that are intermediate include employment, further education, and immigration. Finally, long-term outcomes or impacts, include internationalization within the policy evaluation logic model.

Initial Outcomes. The initial outcomes were straightforward to identify as they were the immediate learnings that the MPA program provided. It was not surprising that all participants identified knowledge and skills as an outcome due to the courses and assignments, faculty and instructors, writing support, and other supports offered throughout the MPA program. However, only six participants identified experience as an initial outcome. The six participants who identified experience had either participated in the internship or held student employment during their time in the program. Of the three who did not indicate experience, one had participated in the internship; however, it may not have come up in the interview that experience was a result, the other two participants did not participate in the internship or employment, and therefore, experience was not identified. About half the participants highlighted networking as an initial outcome. For some, the importance of networking was pre-acknowledged and even identified as

an expectation of the internship; however, others, did not realize the value of networking until later, and therefore, the value of networking early and throughout the program was highlighted as important. Finally, the role of awareness of Indigenous Peoples in Canada was another frequently noted outcome as most of the participants held no knowledge of Indigenous Peoples in Canada prior to arriving, which indicates that introductory resources before arrival should include information of Indigenous Peoples in Canada.

Intermediate Outcomes. The intermediate outcome of employment was met by almost all participants. All but one participant was able to secure employment upon graduation. Further, those participants were able to secure desired employment in the provincial government or university. Since their initial employment, the participants in the study have held between two to six positions. All participants originally found employment within Saskatchewan; however, the participants are now currently located across four provinces and territories within Canada. This finding that students were able to smoothly transition into employment was different than much of the literature. El Masri and Khan (2022) reported that “heading into the labour market, the literature reports significant challenges that international students face due to a perceived networking disadvantage, both in terms of the size/quality of their network and knowledge of how to network in the Canadian context” (p. 7). The finding that MPA students were able to secure desired employment may be different from that found in the literature due to the extensive programming and supports provided throughout the MPA program, and specifically, the executive internship program. Throughout their program, MPA students are specifically prepared to work in the public service and provided with multiple opportunities to network through the internship, public lectures, peers, and Executives-in-Residence.

The other intermediate outcome was pursuing further education. None of the participants mentioned pursuing further education upon entry into the MPA program. However, several participants commented on moving into a PhD program throughout the interviews. The number of students pursuing a PhD was listed under outputs of the MPA program and it was noted how the MPA program is not a standard route to the PhD.

Finally, immigration was mentioned as an outcome by some; however, questions about immigration were not specifically asked about or expanded upon within the interviews. It is assumed that due to the length of time from graduation, some of the participants are now permanent residents; however, the more recent graduates are likely in Canada on their post-

graduation work permit. Future longitudinal research should examine the experiences and factors related to MPA graduates as labourers (post-graduate work permit) to residents (permanent residency) in Canada, and in particular, the role of immigration advising and the optional hiring of RCICs within educational institutions that impact students.

Long-Term Impacts. The long-term impacts connected the experiences of international students back to the broader context and framings of internationalization. While the long-term impacts were not directly studied, participants were asked broadly about their understanding of the term internationalization and their perception of the advantages and disadvantages. Overall, many participants held a Strategic framing of internationalization and highlighted the recruitment of international students to be educated in Canada to then stay and integrate into the labour market. This framing also included bringing different skill sets to Canada as well as career development and progression. This finding was like a study by Guo and Guo (2017) that found most international students viewed internationalization as international students enrolling in Canadian institutions. Other MPA participants held a Social Responsibility framing of internationalization that focused on global connections and cultural acceptance and awareness. A few of the participants in the study by Guo and Guo (2017) also held this interpretation of a global vision. A few MPA participants framed internationalization through an Academic frame that focused on providing international content. As well, participants held overlapping framings of internationalization, and when speaking to the advantages and disadvantages, a more nuanced view of internationalization emerged that also included Anti-Oppressive framings.

Many participants highlighted the Strategic benefits of internationalization and that educating international students here in Canada will allow for easier integration into the labour market. Many felt that a student will have more opportunity in Canada if they were provided with a Canadian education and experience. However, participants identified numerous risks such as job market saturation, ensuring background matches the degree program entered, and ensuring there are enough internships. These Strategic framings of internationalization align with a neoliberal approach. The Social Responsibility framing of benefits of cultural diversity and immersing oneself in another culture to better understand other cultures were mentioned as advantages. However, there were also Social Responsibility oriented risks identified such as brain drain and separation from family. These framings and insights align with a liberal approach to internationalization. Finally, Anti-Oppressive concerns were focused on ensuring transparency

and highlighting the issues within internationalization but working with the impacted community to find solutions with a focus to move away from metrics. These findings indicate an Anti-Oppressive approach to internationalization.

Ultimately, participants held multiple and nuanced understandings of internationalization and most equated it as a positive phenomenon that could provide multiple benefits but also held multiple risks. Stein's (2021) social cartographies of theories of change can be employed to better understand the relationship amongst the various approaches to internationalization "without collapsing the complexity and uncertainty inherent to the challenge at hand" (p. 1778). While this research study examined internationalization in post-secondary education broadly, further research should be expanded upon to include within the logic model the impact of reconciliation and decolonization of post-secondary education.

Contextual Considerations













The contextual considerations highlight the external realities that were faced by the international MPA students. The role of uncertainty in a student's experience is concerning as international students must follow immigration policies and processes that are lengthy and not always predictable. The internship selection is competitive and not everyone who applies is guaranteed an internship, which puts them in a position of not knowing how to plan out their program. As well, participants mentioned being in term positions upon graduation, which is another form of uncertainty. The stress that comes with uncertainty was highlighted by many participants. The findings from this research aligned with Brunner et al. (2024) that highlighted the role of uncertainties, and how these extended periods of uncertainties were outside the participant's control that "resulted in an extended period of disorientation" (p.14).

The persistence and resilience this group of students consistently and frequently shows is inspiring and needs to be recognized. Student agency and autonomy is another consideration that must be respected and acknowledged; this finding came through when examining students understanding of internationalization. Further, the role that sense of belonging, development of relationships, and connection to culture is also important throughout the students' experience. Tinto's (2017) model of student persistence highlighted how all these factors influence motivation to persist. Equity, diversity, and inclusion matters must also be considered, and the challenges international students face not diminished. As well, students face a progression of needs throughout their program. Finally, international education policy plays a heavy and

authoritative role throughout a student's experience. The overarching logic model below in Figure 4.6 provides the detailed overview of the policy evaluation conducted.

Figure 4.6

Logic Model – Experiences of MPA Students in Canada

Inputs	Activities	Outputs	Outcomes
<p>MPA Students</p> <ul style="list-style-type: none"> - Education - Professional Experience <p><i>Transitions to Activities:</i></p> <p>Motivation to Apply</p> <ul style="list-style-type: none"> - Academic Learning - Internship - Career Growth - Value Alignment - USask/JSGS <p>Preparation before MPA</p> <ul style="list-style-type: none"> - USask/JSGS Websites - Gov't of Canada/IRCC Websites - Other Websites <p>Expectations</p> <ul style="list-style-type: none"> - During MPA <ul style="list-style-type: none"> - Academic Learning - Internship - Networking - After MPA <ul style="list-style-type: none"> - Employment - Immigration 	<p>REQUIRED: </p> <p>Courses and Assignments</p> <p>Faculty and Instructors</p> <p>Education on Indigenous Peoples in Canada</p> <p>OPTIONAL: </p> <p>Executive Internship (and Selection Process)</p> <p>Writing Support</p> <p>Staff Support</p> <p>Student Peers </p> <p>Student Employment Opportunities </p> <p>Executives-in-Residence</p> <p>Case Competition </p> <p>Public Lectures</p> <p>Policy Shop </p>	<p>Number of MPA Students Participating in “Optional” Programming and Supports</p> <p>Number of MPA Graduates Finding Employment Upon Graduation </p> <p>Number of MPA Graduates Pursuing a PhD </p>	<p>INITIAL OUTCOMES</p> <p>Knowledge </p> <p>Skills</p> <p>Experience</p> <p>Networking</p> <p>Awareness</p> <p>INTERMEDIATE OUTCOMES</p> <p>Employment </p> <p>Further Education</p> <p>Immigration</p> <p>LONG-TERM IMPACTS</p> <p>Internationalization</p> <ul style="list-style-type: none"> - Strategic - Social Responsibility - Academic - Anti-Oppressive
<p>Contextual Considerations</p> <p> Uncertainty; Persistence and Resilience; Agency and Autonomy; Belonging, Relationships, and Culture; Equity, Diversity, and Inclusion; Progression of Needs </p> <p>International Educational Policy</p>			

The figure above highlights the full logic model from the policy evaluation of the experiences of international MPA students. The arrows between inputs and activities, activities and outputs, and outputs and outcomes show the transitions, which are important to take into consideration. As well, under Activities, some of the programming and supports are circular as previously noted and accessing one support may lead a student to access another support before translating into outputs. Ultimately, the logic model above highlights the multiple and various factors that impact the student experience.

Impact of Internationalization on International MPA Students in Canada

Finally, the overarching research question is highlighted, which is: how are the framings of internationalization within the Canadian, Saskatchewan, and USask internationalization strategies impacting the experiences of international MPA graduate students during and upon degree completion? As such, the overarching findings within and across the internationalization strategies are discussed in relation to the experiences of international MPA students in Canada.

Policy Convergence: Predominant Strategic Framing and the Impact on Students

Within the USask strategy, internationalization was found to be framed by Strategic, Social Responsibility, and Academic themes. This finding aligned with the interviews as it was found that participants were motivated to pursue the MPA program for multiple reasons including academic learning, internship, career growth, and value alignment. Academic learning maps onto Academic framing, internship and career growth map onto Strategic framing, and value alignment maps onto Social Responsibility framing. Further, participants viewed internationalization as informed by Strategic, Social Responsibility, and Academic themes.

The framing within the provincial strategy is that internationalization is framed by Strategic themes as a policy solution to recruit international students to then stay and work in Saskatchewan. While participants held broader and more nuanced motivations and views of internationalization, generally, the Strategic framing was the primary focus and included motivations of career growth and the internship. As well, most participants secured employment upon graduation in their desired field in Saskatchewan. Therefore, this finding also aligned with the interviews and experiences of international MPA students.

The framing within the federal strategy is that internationalization is framed by Strategic themes to attract select international students as they are “ideal immigrants” who can easily integrate into Canada. As already mentioned, participants held broader and more nuanced

understandings of internationalization; however, Strategic themes were often the focus. As well, most of the international students did easily integrate into Canada. However, immigration was not specifically a focus of this research study, and further research could interview MPA alumni who sought permanent residency in Canada and their resulting experiences.

The overarching finding across the strategies is a policy convergence of clear Strategic framing. Internationalization is predominantly framed with Strategic themes in the federal and provincial strategies with Academic and Social Responsibility themes used to support Strategic themes. A combination of Strategic, Academic, and Social Responsibility themes are utilized within the institutional strategy. Overall, this finding was in line with the experiences of international MPA students in Canada that were interviewed as part of the research study. Internationalization is influenced and motivated by a variety of factors both from the institutional perspective as outlined in the internationalization strategy but also from the perspective of individual MPA students as indicated through their motivations to pursue the MPA program, their understanding of internationalization, and their experience during and upon degree completion as outlined throughout the logic model. Further, while participants held multiple and overlapping motivations and understandings, the predominant finding was that international students sought employment, which was in line with the overarching Strategic theme of the strategies.

However, even though participants' view of internationalization and their experiences aligned with the current framing of internationalization, participants highlighted several concerns with internationalization that cannot be ignored such as job availability, job matching, over admitting students, brain drain, as well as the need for transparency about the challenges within internationalization and the need to work with community to make improvements. As highlighted in the literature, concerns over internationalization were mentioned, and utilizing the findings from this study, Stein's (2021) social cartographies of change are discussed within the implications section that follows.

Policy Disconnect: Student to Labourer to Resident and the Impact on Students

Broadly, the MPA student goals and expectations throughout and during their program are found within the USask internationalization strategy. However, there is no connection or mention of goals focused after degree completion and expectations such as employment and immigration. This finding is similar to a study by Buckner et al. (2023) that found the goals of

the students are not the main motivation for internationalization because if they were, there would be explicit connections to employment after degree completion. The provincial strategy ties studying in Saskatchewan to employment in Saskatchewan. Throughout the interviews, it was uncovered that many participants found employment in Saskatchewan directly upon degree completion. The federal strategy links student to labourer to immigrant. However, the interviews did not specifically focus on the labourer to immigrant transition, and future research should examine experience of obtaining permanent residency in Canada.

As such, the second overall finding was one of policy disconnect across the strategies. Although, this lack of alignment generally was not found to negatively impact international MPA students within the research study, which is different than what was found in the literature. However, the MPA program is a professional course-based program with several academic programming and supports designed to prepare future Canadian public servants. Further, the program provides internship opportunities that offer hands on Canadian work experience with networking opportunities and references from those in the public service. Therefore, as most of the students in the study were able to transition successfully from student to labourer, the programming and supports could be used as an example on how to best support international students seeking to stay in Canada upon degree completion in their desired field of study.

In addition, while the review of the programming and supports within the MPA program were highlighted positively, the recommendations for improvement should be implemented. This implementation will allow for a continued positive experience for MPA students who seek employment upon graduation, and to ensure this policy disconnect identified does not have a negative impact on students. However, it should be cautioned that the participants recruited to participate in this research study were required to be in Canada. This criterion could have eliminated potential participants who were not able to find employment, were not able to transition into permanent residency, and had to return home. Therefore, future research should engage with all MPA alumni regardless of whether they stayed in Canada or returned home upon degree completion to provide a more fulsome picture of the experiences of all MPA alumni.

Policy Silence: Lack of Anti-Oppressive Themes and Mention of Indigenous Peoples

The framing within the institutional strategy is that Anti-Oppressive themes are utilized sparingly to meet Strategic priorities. The provincial and federal strategies had no Anti-Oppressive themes. Within the interviews, there were Anti-Oppressive themes that emerged. One

participant highlighted the need to ensure proper support systems and resources for everyone, as well as provide transparent and unbiased support that students can access.

Further, the institutional strategy mentioned Indigenous Peoples in Canada sparingly. The provincial and federal strategies did not mention Indigenous Peoples in Canada. Within the interviews, participants were asked specifically about the education they were provided with on Indigenous Peoples in Canada. While the education provided to MPA students evolved over time, all participants consistently mentioned the importance of this education and how important it was for them. Many participants highlighted that they held no prior knowledge of Indigenous Peoples in Canada and what a shock it was for them learning upon arrival in Canada. One participant spoke of how important this education was to ensure that they did not hold a bias towards Indigenous Peoples in Canada. As well, one participant spoke of how the education and culture shared has allowed him to situate himself in Canada.

This overarching policy silence on Anti-Oppressive themes and mention of Indigenous Peoples in Canada within the strategies is viewed as problematic and further research should examine this policy silence. Without explicitly addressing and acknowledging the colonial past, there is the risk of ongoing “integration whereby migrants meld into ‘mainstream’ white settler society” (Villegas et al., 2020, p. 1143). Therefore, Villegas et al. (2020) argue for future practice and research that disrupts settler colonialism and highlights how “migrants are implicated in and resist settler colonial projects while at the same time having limited access to full citizenship status and rights” (p. 1145).

Implications of Study to Theory, Practice, and Further Research

The research study resulted in several implications to theory, practice, and future research. These findings are highlighted in brief below and will be discussed in detail in Paper Five. First, the policy convergence of a clear Strategic framing within the strategy documents was also found to be aligned with the framings of internationalization that the international MPA students themselves held. However, students, like calls found within the literature, highlighted areas in need of improvement. Therefore, the use of social cartographies is discussed as implications to theory. Stein (2021) offered social cartographies as “maps of multiple ways of framing a shared issue of concern” (p. 1777). Using social cartographies can highlight areas of importance as well as pieces “unimaginable” or missing “to meet the immediate challenges of their context, without collapsing the complexity and uncertainty inherent to the challenge at

hand” (Stein, 2021, p. 1778). Thus, social cartographies are “situated, limited, and strategic, rather than universal” (Stein, 2021, p. 1778) and can be helpful when dealing with complex issues such as the transformation of internationalization.

Next, the policy disconnect uncovered within the strategies regarding student to labourer to resident, which unlike the literature, was not found to be negatively impacting the MPA student experience from student to labourer. However, the extensive MPA programming and supports could be offsetting this disconnect, and the logic model can be utilized to aid student success taking into consideration the recommendations for improvement provided by the research participants. Therefore, implications to practice are outlined that include program level recommendations to the MPA programming and supports at JSJS. As well, institutional level recommendations for USask around internationalization strategy development are discussed.

The policy silence around Anti-Oppressive themes and Indigenous Peoples in Canada should be further researched to better understand the impacts of this silence and then addressed. The lack of Anti-Oppressive themes is concerning, and Buckner et al. (2022) argued that “international students are still not viewed as a specific equity-seeking group” and that “what counts as equitable access to provincially supported universities is still bounded by citizenship” (pp. 51-52). While international student recruitment is linked with diversifying campuses, the neoliberal discourse is prominent, and international students are “rarely included within EDI policies” (Buckner et al., 2022, p. 52). Further, the impacts of this silence around Indigenous Peoples in Canada and the resulting ongoing settler colonialism needs to be examined. Villegas et al. (2020) argued “that research on immigrant integration in settler colonial states should directly engage with settler colonialism” (p. 1133) and that research should examine how “migrants related to Indigenous peoples, contexts, and histories within the Canadian context” (p. 1136). Future research could also examine Indigenous education strategies, interview Indigenous MPA students, and the role of reconciliation and decolonization within internationalization.

Finally, this research paper focused primarily on the international MPA student experience prior, during, and upon degree completion with a focus on the student to labourer transition. However, future longitudinal research should explore education in full, including the transition to immigration and the experiences of students seeking to obtain permanent residency. As well, future research would benefit from interviewing all MPA alumni including domestic

and international students as well as international students who returned to their home country upon degree completion.

Paper Four Summary

Paper Four provides an overview of the introduction to the PoP, the literature reviewed, and the overarching research design for the study on Policy Convergence, Disconnect, and Silence: A Case Study on the Framings and Impacts of Internationalization on the Experiences of International MPA Students in Canada. Then, a detailed description of the data analysis process is described for the document analysis and interviews, including the use of the constant comparative method and a logic model. Findings from the document analysis of the three internationalization strategies analyzed are then presented followed by findings from the interviews within a logic model, which includes:

- inputs: MPA students
- activities: academic programming and supports
- activities: education on Indigenous Peoples in Canada
- outputs: frequency of participation and employment transition
- outcomes: initial, intermediate, and long-term
- contextual considerations.

A discussion of the findings follows, which first includes the framings of internationalization found within and then across the strategies. Finally, there are three overarching findings across the three strategies that are discussed. The first finding is a policy convergence around the predominant Strategic framing. The second finding is a policy disconnect from student to labourer to resident. The third finding is a policy silence and lack of reference to Anti-Oppressive themes and Indigenous Peoples in Canada.

Next, the discussion turns to the findings from the interviews and the experiences of international MPA students including the academic programming and supports that contribute to success. A logic model is detailed that highlights the importance of providing a variety of programming and supports with particular emphasis on the executive internship program, courses and assignments, faculty and instructors, and writing support. As well, the discussion speaks to the education provided on Indigenous Peoples in Canada within the MPA program over time and the value this education provided. An overall finding of the research is that the

diverse student backgrounds, motivations, and expectations, all influence the need for a wide variety of academic programming and supports located within the academic department.

Finally, the discussion turned to the overall impact of the framings of internationalization on international MPA students in Canada. The first overarching finding across the strategies is a policy convergence of clear Strategic framing. Overall, this finding was in line with the experiences of international MPA students in Canada that were interviewed as part of the research study. While participants held multiple and overlapping motivations and understandings, the predominant finding was that international students sought employment, which was in line with the overarching Strategic theme of the strategies. However, participants also highlighted concerns within internationalization that should be addressed. The second overall finding was one of policy disconnect across the strategies with the USask strategy focusing on the student, the provincial strategy on labourer, and the federal strategy on immigrant. This lack of alignment across the strategies did not uncover issues for international MPA students within the research study, which is different than what was found in the literature. However, the academic programming and supports provided are extensive and were found to be supporting students in their transition from student to labourer and can be used as an example on how to best support students. The third overarching finding was a policy silence of Anti-Oppressive themes and mention of Indigenous Peoples in Canada, which is viewed as problematic and further research should examine this policy silence. Paper Four ends with a brief overview of implications to theory, practice, and future research that will be examined further in Paper Five.

PAPER FIVE: DISCUSSION AND CONCLUSION

The purpose of the work contained in this dissertation is to provide a voice for international MPA students on their experiences in Canada. The research is interpretive and examines how narratives within internationalization policy documents are presented in addition to examining how the framing impacts international MPA students both during their study and upon degree completion. The research is also exploratory as it provides practical recommendations for how post-secondary institutions can support graduate students, both during their program and upon degree completion, including the transition into employment in their field of study. The overarching question that guides the research is: how are the framings of internationalization within the Canadian, Saskatchewan, and University of Saskatchewan (USask) internationalization strategies impacting the experiences of international MPA graduate students during and upon degree completion? To address this question, the Problem of Practice (PoP) took a policy evaluation approach using a qualitative case study methodology with the methods of document analysis, semi-structured interviews, and researcher memos. In this paper, I provide an overarching analysis of the preceding papers in relation to the research purpose, aim, and question of the study. Implications of the findings to theory, practice, future research, and self will also be discussed in this chapter. Lastly, concluding thoughts of this dissertation are illustrated.

Paper One: Introduction and Background

The first paper within this dissertation provides the scope and context of the PoP I addressed. The paper provides an overview of the high number of international students studying in Canada, including the high number of students who are coming with the intention to stay long-term. Then, research indicating that students are not transitioning seamlessly into desired employment in Canada is presented, which calls attention to the need for additional research to allow institutions to better understand the experiences of international students and to implement change and support where needed.

I then highlight my background as a white settler who grew up in rural Saskatchewan. Since 2009, I have been employed at JSGS in a student support role where I have worked closely with international students, which drew me to this study. I discuss what a PoP entails and how the research study meets the criteria of a PoP, including the macro, meso, and micro-level contexts in which the PoP resides. I then outline the program evaluation approach taken,

specifically a policy process evaluation. An overarching question and three secondary questions guided the research:

- How are the framings of internationalization within the Canadian, Saskatchewan, and University of Saskatchewan (USask) internationalization strategies impacting the experiences of international MPA graduate students during and upon degree completion?
 - How is internationalization framed at and across multiple policy levels in Canada's Building on Success: International Education Strategy 2019-2024, Saskatchewan's International Education Strategy, and the University of Saskatchewan's International Plan – University Plan 2025?
 - What are the experiences of international MPA students throughout and upon degree completion?
 - What academic programming and student supports contribute to the successful transition of MPA students into Canadian employment?

Paper One follows with definitions, limitations, delimitations, and assumptions. The paper concludes with the theoretical frameworks that are utilized throughout the study, which include the policy cycle framework, with a specific focus on policy evaluation and the use of a logic model, combined with the incorporation of social cartographies of theories of change within the implications to theory section.

Paper Two: Synopsis of Literature

The second paper within this dissertation provided a literature review on the Canadian international education policy landscape and the historical and contextual considerations for the research study. First, I investigated the history of the Canadian international education policy landscape, including the intersectionality of education, immigrations, and the economy. As such, I was able to examine the experiences of MPA alumni through different periods to better understand the influences of education policy on international students. The evolution of international education over time as soft power and aid, to international students as a source of revenue, to a source of employment and then residency, assists in understanding the ideas and rationales behind internationalization efforts.

Second, I examined the framings of internationalization within the literature. The framings of internationalization across the literature were used to provide a beginning coding frame for the research study that were used to map onto the three internationalization strategies

examined to understand if what was found in the literature was also prevalent in the strategies examined. Finally, the literature on the experiences of international students upon degree completion were examined and compared to the findings from the interviews with international MPA students in Canada.

Paper Three: Research Design

In the third paper I provide additional details on the PoP examined including the persistent issue found within the literature around the ongoing tensions of the framing of internationalization and the experiences of international students in Canada. I discuss how the PoP is contextualized as it specifically examines the experiences of international MPA students at USask. As well, the PoP is on a specific issue that aims to better understand how the narrative in documents impact and translate into experience. Within the literature, there is a gap in supporting international graduate students transitioning into employment post-graduation in Canada. As well, the broader framing of internationalization is a complex phenomenon that does not have a simple solution and is debated and influenced by individual perceptions.

The approach to inquiry that I chose was a policy evaluation as the study sought to understand how the internationalization of post-secondary education is impacting the experiences of international MPA students in Canada. In undertaking this qualitative case study, I centered the experiences of international MPA alumni at USask to understand their experience as a student, and their expectations and experiences around post-graduation employment outcomes in Canada prior, throughout, and upon degree completion through semi-structured interviews. I utilized document analysis to examine the experiences in comparison to the framings of internationalization within the federal, provincial, and USask internationalizations strategies. The research primarily followed Merriam's pragmatic approach to case study, and due to my own pragmatic and constructivist leanings this approach included influences from Yin, including the incorporation of logic models, and Stake throughout the research design where suited.

Public facing internationalization strategies were chosen as they are available on public websites and highlight how governments and institutions view and approach internationalization. As such, I examined Canada's Building on Success: International Education Strategy 2019 – 2024 (Government of Canada, 2019), Saskatchewan's International Education Strategy (Government of Saskatchewan, 2022), and the University of Saskatchewan's International Plan –

University Plan 2025 (University of Saskatchewan, n.d.) to map the framing of internationalization in relation to the recruitment of international students.

Purposive sampling was used to recruit nine interview participants who met the following criteria: international student upon entry into the MPA program in question; stayed in Canada upon completion of the MPA program; graduated from the MPA program a minimum of eight months ago; and diversity of participants (country of origin and educational background). As well, the executive internship, which is an optional component of the MPA program, was taken into consideration. Specifically, the aim was to recruit an equal number of participants who participated in the internship and those who did not participate in the internship. I used semi-structured interviews to better understand expectations upon entering the graduate degree program, academic programming and supports provided throughout the MPA program, the employment transition phase upon degree completion, any supports that were or would have been beneficial, the education provided about Indigenous Peoples in Canada, and participants understanding of the term internationalization.

The data analysis approach that was chosen for this study was influenced by Merriam, Yin, and Stake. The document analysis employed a blended approach using deductive and inductive coding to understand if the framings of internationalization found in the literature were found in the review of the three strategy documents analyzed. Then, the interviews were analyzed using an inductive approach to best capture the voices of international students through the constant comparative method that included open coding, axial coding, and selective coding. As well, as the approach to inquiry was a policy evaluation, logic models were utilized during the data analysis process to map out the inputs, activities, outputs, and outcomes of the student experience.

Throughout the data collection and analysis phases, I completed memos that highlighted my role in the research, the steps followed, and the analysis that emerged alongside the data collection. In this ongoing phase of data analysis, I compared the findings from the document analysis to understand how the framings within the internationalization strategies were impacting international MPA students. I then discuss notions of ensuring credibility through engagement with the data, and triangulation of multiple data collection methods, multiple analytic tools, and multiple theories and frameworks. Consistency of the data collected is sought through

triangulation, reflexivity, and an audit trail. Finally, I discuss the notion of transferability with the use of thick descriptions before concluding with ethical considerations.

Paper Four: Findings

The fourth paper within this dissertation provides a detailed description of the data analysis process and highlights the extensive engagement with the data, the multiple analytic tools utilized, and outlines the audit trail to aid the reader in understanding how I made decisions throughout the research. Within Paper Four, I highlight in sequence how the internationalization strategies and the interviews are first analyzed. I then highlight the findings within the strategies followed by the findings within the interviews. Then, I discuss the findings in relation to the literature and prior research, first by discussing the internationalization strategy findings followed by a discussion of the findings from the logic model that resulted from the interviews. However, here, I will present the research findings in three sections not in sequence of analysis, findings, and discussion, but rather, first, I will outline the document analysis of the internationalization strategies and the findings and discussion. Second, I will outline the logic model resulting from the interview findings and the discussion. Third, I will compare the findings from the document analysis of the internationalization strategies to the experiences of international MPA students including discussion.

Framings of Internationalization Within and Across the Strategies

Throughout the document analysis I employed a blended approach using deductive and inductive coding to understand if the framings of internationalization found in the literature were found in the review of the three strategy documents analyzed. The analysis of the internationalization strategies at the federal, provincial, and institutional levels involved: 1) creation of a deductive hierarchical coding frame from the literature review; 2) open coding; 3) axial coding; and 4) selective coding of the strategies. The document analysis sought to answer the research question: how is internationalization framed at and across multiple policy levels in Canada's Building on Success: International Education Strategy 2019 – 2014, Saskatchewan's International Education Strategy, and the University of Saskatchewan's International Plan – University Plan 2025?

The first framing within the USask strategy is that internationalization is framed by Strategic, Social Responsibility, and Academic themes. The second framing found is that Anti-

Oppressive themes are used sparingly and combined with Strategic themes. The third framing found is that Indigenous Peoples in Canada are mentioned sparingly.

The first finding within the provincial strategy is that internationalization is framed by Strategic themes as a policy solution to recruit international students to then stay and work in Saskatchewan. The second framing is that Social Responsibility and Academic themes are used to support Strategic themes. The third framing is that Anti-Oppressive themes and Indigenous Peoples in Canada are primarily absent.

The first framing within the federal strategy is that internationalization is framed by Strategic themes to attract select international students as they are “ideal immigrants” who can easily integrate into Canada. The second framing is that Academic and Social Responsibility themes are used to support Strategic themes. The third framing is that Anti-Oppressive themes and Indigenous Peoples in Canada are primarily absent. The analysis resulted in the framings of internationalization that are outlined below in Table 5.1 and are described in full detail prior in Paper Four.

Table 5.1

Framings from the Internationalization Strategies

	USask	Provincial	Federal
Document Analysis Finding #1	Equal emphasis on Strategic, Social Responsibility, and Academic themes.	Explicit emphasis on the Strategic theme (and specifically to recruit and retain international students in Saskatchewan).	Explicit emphasis on the Strategic theme (quantifies how much international students are ‘worth’ both as students and then as ideal immigrants). Focus on diversifying the countries where international students come from to enhance trade.
Framing #1	Internationalization is framed by Strategic, Social Responsibility, and Academic themes.	Internationalization is framed by Strategic themes as a policy solution to recruit international students to then stay and work in Saskatchewan.	Internationalization is framed by Strategy themes to attract select international students as they are “ideal immigrants” who can easily integrate into Canada.
Document Analysis Finding #2	Anti-Oppressive language sparse and combined with other themes.	Social Responsibility and Academic themes map onto Strategic themes, which drive the strategy.	Social Responsibility and Academic themes map onto Strategic themes, which drive the strategy.
Framing #2	Anti-Oppressive themes are used sparingly and combined with Strategic themes.	Social Responsibility and Academic themes are used to support Strategic themes.	Social Responsibility and Academic themes can be used to support Strategic themes.

Document Analysis Finding #3	Language around Indigenous Peoples very sparse.	Anti-Oppressive themes and language around Indigenous Peoples missing.	Anti-Oppressive themes and language around Indigenous Peoples missing (except in reference to ‘under-represented’ groups).
Framing #3	Indigenous Peoples in Canada are mentioned sparingly.	Anti-Oppressive themes and Indigenous Peoples in Canada are primarily absent.	Anti-Oppressive themes and Indigenous Peoples are primarily absent.

The table above highlights the three separate internationalization strategies. The table also emphasizes that while there are similarities within the framings there are also differences. Examining the internationalization strategies relationally allowed for a more nuanced understanding of the broader internationalization context of post-secondary education. As well, this relational analysis assisted in uncovering where there was policy convergence, policy disconnect, and policy silence across the framings of internationalization in the federal, provincial, and institutional levels regarding international students.

The first finding across the strategies is that internationalization is predominantly framed with Strategic themes in the federal and provincial strategies with Academic and Social Responsibility themes used to support Strategic themes sparingly. A combination of Strategic, Academic, and Social Responsibility framings are utilized within the institutional strategy. However, all three strategies emphasize the importance of Strategic themes such as international student recruitment, and overall, there is a strong Strategic framing found throughout the strategies. This Strategic framing implies a policy convergence that internationalization is primarily framed to advance Strategic priorities at the government levels with a more balanced approach of Strategic, Social Responsibility, and Academic framings at the institutional level.

The second finding is that the framings of international students within the strategies are not always aligned. The federal and provincial strategies tie studying in Canada to employment (provincial) and immigration (federal). In contrast, the institutional strategy has no mention of this transition from student to labourer to resident. Therefore, the strategies are sending mixed messages in that the federal and provincial strategies are recruiting international students to come to Canada to study and then stay, whereas the USask strategy sets out to recruit students but leaves the transition to the workforce out of the strategy.

The third finding is that the strategies have very little to no reference of Anti-Oppressive themes or Indigenous Peoples in Canada. As such, the overarching findings within the internationalization strategies are outlined in Table 5.2 below.

Table 5.2

Policy Convergence, Disconnect, and Silence within the Strategies

Finding #1: Policy Convergence – Strategic Framing	Internationalization is predominantly framed with Strategic themes in the federal and provincial strategies with Academic and Social Responsibility themes used to support Strategic themes. A combination of Strategic, Academic, and Social Responsibility themes are utilized within the institutional strategy.
Finding #2: Policy Disconnect – Student to Labourer to Resident	The specific framings of international students within the strategies are not always aligned. The federal and provincial strategies tie studying in Canada to employment (provincial) and immigration (federal). The institutional strategy has no mention of the transition from student to labourer to resident.
Finding #3: Policy Silence - Lack of Anti-Oppressive themes and Indigenous Peoples	The strategies have very little to no reference of Anti-Oppressive themes or Indigenous Peoples in Canada.













The findings and discussion of the document analysis of the federal, provincial, and institutional internationalization strategies are presented and detailed in Paper Four with connections to prior research.

Experiences of International MPA Students in Canada

I then analyzed the transcriptions from the interviews using an inductive approach to best capture the voices of international students through the constant comparative method. As well, as the approach to inquiry was a policy evaluation, I utilized logic models during the data analysis process to map out the inputs, activities, outputs, and outcomes of the experiences of students. The analysis of the interview transcripts was conducted through a series of steps that involved: 1) open coding; 2) axial coding, which resulted in the initial logic model formation; and 3) selective coding, which included finalizing the logic model. The research questions that guided this phase of research were: what are the experiences of international MPA students throughout and upon degree completion; and what academic and student supports contribute to the successful transition of MPA students into Canadian employment? The analysis resulted in the formation of the overarching logic model below in Figure 5.1.

Figure 5.1

Logic Model – Experiences of MPA Students in Canada

Inputs	Activities	Outputs	Outcomes
<p>MPA Students</p> <ul style="list-style-type: none"> - Education - Professional Experience <p><i>Transitions to Activities:</i></p> <p>Motivation to Apply</p> <ul style="list-style-type: none"> - Academic Learning - Internship - Career Growth - Value Alignment - USask/JSGS <p>Preparation before MPA</p> <ul style="list-style-type: none"> - USask/JSGS Websites - Gov't of Canada/IRCC Websites - Other Websites <p>Expectations</p> <ul style="list-style-type: none"> - During MPA <ul style="list-style-type: none"> - Academic Learning - Internship - Networking - After MPA <ul style="list-style-type: none"> - Employment - Immigration 	<p>REQUIRED: </p> <p>Courses and Assignments</p> <p>Faculty and Instructors</p> <p>Education on Indigenous Peoples in Canada</p> <p>OPTIONAL: </p> <p>Executive Internship (and Selection Process)</p> <p>Writing Support</p> <p>Staff Support</p> <p>Student Peers </p> <p>Student Employment Opportunities </p> <p>Executives-in-Residence</p> <p>Case Competition </p> <p>Public Lectures</p> <p>Policy Shop </p>	<p>Number of MPA Students Participating in “Optional” Programming and Supports</p> <p>Number of MPA Graduates Finding Employment Upon Graduation </p> <p>Number of MPA Graduates Pursuing a PhD </p>	<p>INITIAL OUTCOMES</p> <p>Knowledge </p> <p>Skills</p> <p>Experience</p> <p>Networking</p> <p>Awareness</p> <p>INTERMEDIATE OUTCOMES</p> <p>Employment </p> <p>Further Education</p> <p>Immigration</p> <p>LONG-TERM IMPACTS</p> <p>Internationalization</p> <ul style="list-style-type: none"> - Strategic - Social Responsibility - Academic - Anti-Oppressive
<p>Contextual Considerations</p> <p> Uncertainty; Persistence and Resilience; Agency and Autonomy; Belonging, Relationships, and Culture; Equity, Diversity, and Inclusion; Progression of Needs </p> <p>International Educational Policy</p>			

The logic model above highlights the policy evaluation of the experiences of international MPA students in Canada, and in Paper Four, I provide a full detail of the findings outlined above. In brief, I highlight the diverse educational backgrounds and how MPA students enter with varying levels of professional experience that impact their experience during and upon degree completion. The arrows between inputs and activities are the transitions that include examining the motivations to apply, preparation before the MPA program, and expectations MPA students hold during and after their program. I identify these transitions to aid in understanding why students may choose to engage in the activities.

The logic model then highlights the academic programming and student supports provided. Overall, the participants were satisfied with the courses and assignments throughout the MPA program and felt they were provided with relevant and applicable content. Faculty and instructors were frequently mentioned as an important supportive mechanism, and overall, the participants were satisfied with the instruction provided. The executive internships were frequently referenced as a main highlight of the MPA program due to the practical work experience it provided. An interesting finding was the importance of both the actual internship placement but also the internship selection process, which was viewed as replicating an actual job search in Canada and the “icing on the cake.” All participants emphasized how important the writing support was not just for technical skills but for the empathy and cultural support provided by the writing specialist. Table 5.3 below provides a summary of the MPA academic programming and student supports that were detailed in Paper four.

Table 5.3

Activities: MPA Academic Programming and Supports

Program or Support	Including & Important (Transitions)	Missing	Concerning
Courses and Assignments	Relevant and up-to-date content; applied content; briefing notes and environmental scans; presentations, groupwork, critical thinking skills	Policy development and good data analysis; CDIs not taught in core courses; additional government communication items; engagement with employers; additional emphasis on ethical leadership; international content; introductory course for new to Canada students	Very heavy for those new to Canada (double the work); lack of EDI

Faculty and Instructors	Knowledge and academic support; mentorship; diverse backgrounds; moral support; renowned professors	Unbiased guidance; stability of faculty	Different levels of support provided to domestic versus international students; EDI
Executive Internship	Employment transition; applied nature; networking; Canadian work experience; resume building; professional references; mentorship; internship application process	More opportunities in Saskatoon; number of placements to match number of students; opportunity for everyone to participate in the internship process; better candidate matching based on prior experience	Stressful and high stakes; competitive; those not selected may be in most need of experience; not being able to swiftly transition into employment; lack of awareness around importance of internship to future employment
Writing Support	Written communication skills; academic integrity; resume and cover letter support; employment transition; Canadian context; care and empathy		
Staff Support	Welcoming; care and support; answer all questions and help; guidance through MPA		
Student Peers	Balance of domestic and international students; peer learning; diverse perspectives; networking; relationships	Engaging international and domestic students together; peer mentors to provide unbiased guidance	
Student Employment Opportunities	Research assistantships with faculty; employment with centres affiliated with JS GS; flexibility; experience; confidence building	Formally connecting all students with potential employment	Student must take initiative – level of comfort varies
Executives-in-Residence	Practical experience from practitioners; employment connections; resume and cover letter help		
Case Competition	Groupwork; coaching; presentation skills; networking; hands-on experience		Local cases overwhelming for international students
Public Lectures	Presenters from the field; applied policy perspective; networking		
Policy Shop	Applied; experience		

Generally, it was found that many of the supports were important and found to be helpful, and therefore, can be viewed as areas the department should continue to offer and expand upon.

However, participants also shared pieces they felt were missing as well as observations of what

was concerning, which are summarized in the table above, and I will address these pieces further in the implications section.

The prior finding that Indigenous Peoples in Canada were missing from the internationalization strategies resulted in adding an interview guide question that asked: what education and knowledge were you provided with on Indigenous Peoples in Canada throughout the MPA program? As such, Paper Four highlights the education provided followed by the stated importance by participants of the education on Indigenous Peoples in Canada. Throughout the interviews, it was found that education on Indigenous Peoples in Canada was initially part of the elective courses only and then became a component within the core courses. When asked broadly about the importance of learning about Indigenous Peoples in Canada, responses ranged from providing a general awareness to the reason they were hired for a particular role to providing the ability to situate oneself in Canada. The value of this education was highlighted by every single participant as important. Many participants highlighted that they held no prior knowledge of Indigenous Peoples in Canada and what a shock it was for them learning upon arrival in Canada. One participant spoke of how important this education was to ensure that they did not hold a bias towards Indigenous Peoples in Canada. As well, one participant spoke of how the education and culture shared has allowed him to situate himself in Canada.

I then examine the immediate outputs within the logic model, which includes participating in programming and supports, finding employment, and pursuing further education. The most frequently mentioned support was the Executive Internship (n=5), which indicates that the Executive Internship was felt to be the most important support within the MPA program. Next, Faculty and Instructors (n=4) were most important followed by Courses and Assignments (n=3), Writing Support (n=2), Student Peers (n=2), Student Employment (n=2), and Executives-in-Residence (n=2). Ultimately, this range highlights the importance of ensuring a wide variety of programming and supports with the Executive Internship being noted as the crucial component. In addition to the programming and supports identified, the remaining supports were all noted as adding value.

Within the logic model framework, it indicates that activities result in outputs. However, this transition is not always linear, and at times, certain supports lead to the participant accessing another support. Therefore, the activities are not always directly linear to outputs, and when discussing the strengths of the program and importance to employment, simply identifying the

number of participants who highlighted each as important does not capture the complexity and nuances of accessing supports. As such, within the logic model, it is highlighted that Activities can be circular throughout the program as students access and take part in different programming and supports. Further, choosing to access the supports are influenced by a student's background as well as their expectations and prior goals identified. As such, an overall finding of the research is that the diverse student backgrounds, motivations, and expectations all influence the need for a wide variety of academic programming and supports located in the academic department with an emphasis on the importance of the internship program.

I then provide further detail and highlight the outcomes within the logic model that include initial outcomes, intermediate outcomes, and long-term impacts, and the overarching contextual considerations. First, the initial outcomes that include knowledge, skills, experience, networking, and awareness are summarized. All participants highlighted knowledge and skills as an initial outcome. Over half of the participants mentioned experience as an initial outcome but it appears to be linked to if the participant took part in the internship or held student employment. A handful of participants mentioned networking. All but one of the participants identified awareness as an initial outcome of the MPA program.

The intermediate outcomes are described as the actions that were the result of the initial outcomes, which in this case are defined as employment, further education, and immigration. All but one participant found immediate employment in their field of study upon degree completion; however, a few mentioned term positions. Several participants have since sought out positions more in line with their natural interest. One participant has not held employment directly related to their MPA since degree completion. As well, it was found that several participants pursued further education upon MPA degree completion, and while immigration was not explicitly asked about, it was mentioned as an outcome for some participants.

As well, the long-term impact of internationalization is outlined, and I highlight the various understandings of internationalization by the participants and the advantages and disadvantages within internationalization. Ultimately, while the general framings of internationalization mentioned by the participants fell under Strategic, Social Responsibility, and Academic themes, Anti-Oppressive framings were beginning to emerge in the recommendations on ensuring transparency, not just focusing on the positives of internationalization but recognizing the negatives, working with community to seek solutions, and a move away from

metrics. Finally, within the logic model, contextual considerations include the experiences of Uncertainty; Persistence and Resilience; Agency and Autonomy; Belonging, Relationships, and Culture; Equity, Diversity, and Inclusion; and Progression of Needs. As well, the role of International Education Policy was highlighted throughout.

Impact of Internationalization on International MPA Students in Canada

Finally, the overarching research question is highlighted, which is: how are the framings of internationalization within the Canadian, Saskatchewan, and USask internationalization strategies impacting the experiences of international MPA graduate students during and upon degree completion? As such, the overarching findings within and across the internationalization strategies are discussed in relation to the experiences of international MPA students in Canada.

The first overarching finding across the strategies is a policy convergence of clear Strategic framing. Overall, this finding was in line with the experiences of international MPA students in Canada that were interviewed as part of the research study. Internationalization is influenced and motivated by a variety of factors both from the institutional perspective as outlined in the internationalization strategy but also from the perspective of individual MPA students as indicated through their motivations to pursue the MPA program, their understanding of internationalization, and their experience during and upon degree completion as outlined throughout the logic model. Further, while participants held multiple and overlapping motivations and understandings, the predominant finding was that international students sought employment, which was in line with the overarching Strategic theme of the strategies. However, even though participants' view of internationalization and their experiences aligned with the current framing of internationalization, participants highlighted several concerns with internationalization that cannot be ignored such as job availability, job matching, over admitting students, brain drain, as well as the need for transparency about the challenges of internationalization and the need to work with community to make improvements. As highlighted in the literature, concerns over internationalization were mentioned, and utilizing the findings from this study, Stein's (2021) social cartographies of change are discussed within the implications section that follows.

The second overall finding was one of policy disconnect across the strategies. Although, this lack of alignment across the strategies generally did not negatively impact international MPA students within the research study, which is different than what was found in the literature.

However, the MPA program is a professional course-based program with several academic programming and supports designed to prepare future Canadian public servants. Further, the program provides internship opportunities that supply hands on Canadian work experience with networking opportunities and references from those in the public service. Therefore, as most of the students in the study were able to transition successfully from student to labourer, the programming and supports can be used as an example on how to best support international students seeking to stay in Canada upon degree completion.

The third overarching finding is a policy silence on Anti-Oppressive themes and mention of Indigenous Peoples in Canada within the strategies. Many of the participants highlighted they held no prior knowledge of Indigenous Peoples in Canada and what a shock it was learning upon arrival in Canada. One participant spoke of how important this education was to ensure that they did not hold a bias towards Indigenous Peoples in Canada. As well, one participant spoke of how the education and culture shared has allowed him to situate himself in Canada. This finding is viewed as problematic and further research should examine this policy silence.

Ultimately, the findings from this research study resulted in three overarching implications. First, the policy convergence of Strategic framing holds implications for theory and the use of social cartographies of theories of change. Second, the policy disconnect of student to labourer to resident holds implications for practice and educational leadership. Finally, the policy silence of Anti-Oppressive themes and mention of Indigenous Peoples in Canada has implications for future research. Limitation, delimitations, and significance of this research study are briefed next before implications.

Limitations

As a white settler from Canada, I am aware that I am adding to the imbalance of diverse voices in the field of internationalization (Mittelmeier & Yang, 2022). However, by focusing on the voices of international MPA students and their experiences, I have attempted to mitigate this imbalance. Relatedly, as a Canadian citizen my relationship with the participants must be acknowledged as I was never an international student myself and do not have insider access (Merriam & Tisdell, 2016). I have tried to ensure that my research is not “framed through assimilative lenses or through assumptions that international students lack certain skills or experiences necessary for success” (Mittelmeier & Yang, 2022, p. 87). Rather, I have focused on the strategies, the program, and the onus on the institution to do better. However, Beck and Ilieva

(2019) cautioned that “being critical does not absolve us of our complicity in the marketization of internationalization” (p. 36). My research examines how to enhance the employability of international students upon degree completion and can be viewed as aligning with a neoliberal agenda and the further marketization of internationalization. To mitigate this neoliberal alignment, the research employs social cartographies of theories of change to better understand the complexity and nuance within internationalization initiatives. However, as Stein (2021) stated “simply having a critique of a problem does not inoculate one from being part of the problem” (p. 1776).

Delimitations

Internationalization is an incredibly broad phenomenon, and therefore, the research study focused specifically on internationalization of post-secondary education with a focus on international students. A further delimitation of the study was the selection of documents as there are multiple public-facing strategies and policies that exist outside of the three internationalization strategies that impact international students. It is recognized that one key document from each of the federal government, provincial government, and institution cannot fully encompass how internationalization is approached or operationalized.

Additionally, I decided that only one stakeholder group – USask MPA alumni who were international students upon entry and stayed in Canada upon degree completion – would be interviewed. Further data and insight could have been collected from all MPA alumni, employers, government employees, staff, and faculty within the institution; however, the time frame for the research was very tight, and the feasibility of the study was a concern. In addition, it was decided to only recruit participants from one MPA program at USask due to time and convenience. The study focused on the experiences of obtaining employment—whether through a temporary post-graduation work permit or through permanent residency—and therefore, did not explicitly examine the transition to permanent residency or the immigration advising supports that may aid this transition. Finally, the study did not examine demographic factors such as gender, family status (married/single, children/no children), race, and country of origin.

Significance to Educational Leadership

This dissertation contributes to the higher education literature by contributing research on the experiences of international MPA graduate students in Saskatchewan transitioning into the Canadian labour force and offers practical recommendations on how post-secondary institutions

can best support international graduate students throughout and upon degree completion. As well, this research provides findings into the framing of internationalization specifically within and across the federal government, provincial government of Saskatchewan, and the University of Saskatchewan. Full implications to theory, practice, and future research are discussed next.

Implications for Theory: Reimagining Internationalization

The policy convergence of a clear Strategic framing within the documents was found to be aligned with the framings of internationalization that international MPA students themselves held. However, students, like call from scholars within the literature, highlighted areas in need of improvement. Therefore, the use of social cartographies is discussed as implications to theory. Stein (2021) offered social cartographies as “maps of multiple ways of framing a shared issue of concern” (p. 1777). Stein (2021) highlighted three different theories of change including liberal, anti-oppressive, and decolonial and indicated that additional approaches may exist. Therefore, in addition to these three approaches, the neoliberal approach has been added as post-secondary institutions need to maintain funding to exist, and it is difficult to separate this imperative from internationalization initiatives. This is not to say that we should believe the neoliberal approach is the only way forward but rather an acknowledgement of the state we recurrently reside within. The neoliberal approach examines the economic benefits of internationalization such as the recruitment of international students, competing in the global economy, and innovation. This approach is where many scholars currently view internationalization as residing within.

The liberal approach to change is very much enthralled with the notion that internationalization is for the “global public good” (Stein, 2021, p. 1778) and that internationalization must return to the positive force it was in the past. The liberal approach is the dominant approach within critical internationalization studies today (Stein, 2021). The anti-oppressive approach to change challenges the notion that internationalization was once purely good and instead argues for equity for all and highlights issues like the North/South debate and that internationalization efforts must ensure that internationalization is for everyone through “global solidarity” (Stein, 2021, p. 1778). This approach begins to challenge power and critically examine internationalization; however, this approach lives within the colonial institutional structures of our institutions, and while the approach challenges equity, it does not challenge the structure itself (Stein, 2021).

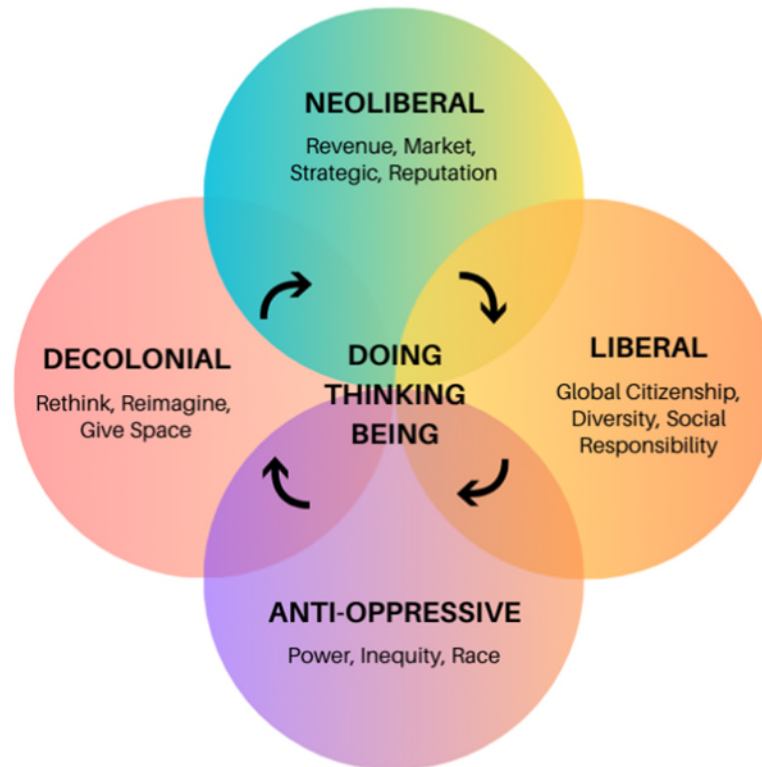
The decolonial approach to change “dwells in the messy places” (Stein et al., 2019, p. 28) and “emphasize[s] that systemic forms of domination are not just material and epistemic, but also ontological – that is, they sanction particular modes of existence, and foreclose others” (Stein, 2021, p. 1779). Stein et al. (2019) argued that this approach asks us to rethink and reimagine internationalization completely. As well, this approach both “recognizes the gifts as well as the colonizing tendencies of both Western liberal and critical ethical traditions” (Stein et al., 2019, p. 28). This approach does not prescribe a right and wrong way but instead asks us “to surrender our learned sense of superiority” and to seek to understand our “interdependence with and responsibility to each other” (Stein, 2021, p. 1779). Ultimately, this approach “understands both the Western university’s desire to recruit international students and the international students’ desire to attend the Western university” (Stein et al., 2019, p. 31).

In addition to the social cartography of theories of change, Stein (2021) offered a second cartography of layers of intervention – “intervening at the level of doing, thinking, or being” (p. 1778). This idea of layers of intervention encourages individuals to expand the methodological (doing), epistemological (thinking) and ontological (being) assumptions they hold, and when asking questions, encourages us to think across the different levels to seek understanding of how change might unfold across various theories of change (Stein, 2021). As an example within this research study, I previously highlighted the importance of education on Indigenous Peoples in Canada. One participant highlighted the importance around *doing* – for example, giving a land acknowledgement. Several participants highlighted the importance of *thinking* – for example, the knowledge and context that education on Indigenous Peoples in Canada provided them with to work in Canada. Finally, one participant, highlighted the importance to *being* – this participant indicated that the knowledge and learning provided him with the ability to situate oneself in Canada. This acts as but one example of how the different layers of intervention might unfold.

Utilizing Stein’s (2021) two layers of social cartographies gives space for that complexity in research and practice. Figure 5.2 below can be used as an exploratory framework for reimagining internationalization that is based on Stein’s (2021) social cartography of theories of change and layers of intervention.

Figure 5.2

Conceptual Framework Towards Reimagining Internationalization



Source: Adaptation of Stein’s (2021) two social cartographies to create the above visual framework.

Figure 5.2 above centers on reimagining internationalization and provides four theories of change for consideration — neo-liberal, liberal, anti-oppressive, and decolonial. While these four theories of change are located within segments, ideas, initiatives, and approaches may move within and out of these areas. The framework is circular and constant—it does not end, rather, it challenges us to both question and answer from different orientations to give space and reimagine an internationalization otherwise. Further, the layers of intervention—*doing*, *thinking*, and *being*—allow for greater awareness of the possibilities for change that may exist across the theories of change considering, as Stein (2021) called upon, the methodological, epistemological, and ontological considerations.

Utilizing the conceptual framework above allows for the consideration of an internationalization otherwise and encourages us to ask questions that may otherwise go unasked (Stein, 2021). This research study employed a policy evaluation approach using a logic model,

which is a framework that shows a series of events and the intended outcomes. However, the logic model framework can be expanded upon to also draw attention to the unintended outcomes and/or the silences and what other approaches might be possible (Deardorff & van Gaalen, 2022). Deardorff and van Gaalen (2022) stated:

Considering [the] unintended outcomes in the assessment process will help to determine the negative effects of internationalization and thereby inform internationalization strategies as well as future policy development. A mapping tool for these unintended outcomes may contribute to developing more ethical internationalization policies (p. 151).

Therefore, responding to this call by Deardorff and van Gaalen (2022), I offer this “mapping tool” that incorporates Stein’s (2021) social cartographies within the logic model framework to provide a more nuanced understanding that may allow the mapping of both intended and unintended outcomes. The table below provides a framework for program administrators to consider and utilize as a tool for change.

Table 5.4

Expanded Logic Model Template Utilizing Social Cartographies

Theory of Change	Inputs	Activities	Desired Outputs	Undesired Outputs	Desired Outcomes	Undesired Outcomes	Contextual Considerations
Neoliberal							
Liberal							
Anti- Oppressive							
Decolonial							
Doing, Thinking, Being							

The above table can be utilized to evaluate plans but can also be used as a tool for developing plans based on different theories of change. To use, individuals can start by filling out the rows taking into consideration each theory of change. To start, with a neoliberal framing in mind, one would fill out the row before moving to liberal to anti-oppressive until decolonial is reached. Utilizing this framework could draw attention to different ways of approaching an issue and encourages one to think of all potential possibilities through differing theories of change and layers of intervention. It is recognized that there will be overlap and not always clear distinctions between each theory of change. The framework could assist in uncovering motivations and rationales, as the framework requires agreement on what is valued through the stating of desired outcomes. Ultimately, the framework might allow for an internationalization otherwise and may

aid in asking questions that otherwise may be left unanswered or even unapproached within an evaluation approach.

Implications for Educational Leadership and Practice: Bridging the Policy Disconnect

The policy disconnect found within the strategies regarding student to labourer to resident was not found to be negatively impacting the MPA student experience from student to labourer, which was different than the literature. However, the extensive MPA programming and supports could be offsetting this disconnect, and the logic model can be utilized to aid student success taking into consideration the recommendations for improvement provided by the research participants. Therefore, implications to practice are outlined that include program level recommendations to the MPA programming and supports at JSGS. As well, institutional level recommendations for USask around internationalization strategy development are briefly discussed first.

Utilizing the conceptual framework above based on the work of Stein (2021), I discuss implications to educational leadership and the MPA program using guiding questions. Stein (2021) utilized questions to expand engagement with the topic and to encourage thinking that otherwise may not be possible. Therefore, I offer questions we can ask ourselves to challenge and imagine an internationalization otherwise (Stein, 2021). As Stein (2021) stated, “there is a need to problematize the desire not only for simple stories but also simple solutions” (p. 1777). This work is not short-term, and Stein (2021) cautioned against the desires to “know precisely what to do” and “to be the one to do it” (p. 1777).

Implications for Educational Leadership at USask

While students within this research study did not read the internationalization strategies, they were certainly influenced by the framings of internationalization. Therefore, institutions should examine how strategic priorities are being portrayed as all students in this research study examined the USask and/or JSGS website prior to beginning their study. Buckner et al. (2023) “argue that future revisions to official internationalization strategies begin by centering the long-term goals of international students and how international strategic activities could better meet these goals” (p. 13). This research study examined the goals and expectations of international MPA students and found that employment and immigration were goals, and as such, the strategy documents should explicitly identify how institutions may (or may not) support these goals. Therefore, when developing future internationalization strategies, institutions should start by

centering the goals of students—not just the institutions—and engage with international students on the creation of these strategies.

As well, Indigenous Peoples should be included in the development. Stein (2021) called attention to the need to recognize and identify the colonial history of Canada, and further, to identify actions and activities that the university can then be held accountable to act upon. Therefore, within strategic documents, the colonial history should be acknowledged, but further, there needs to be actions to hold institutions accountable; otherwise we risk the idea that “alternatives are again rendered invisible precisely when they are voiced (but cannot be heard)” (Stein, 2021, p. 1775).

Inspired by Stein’s (2021) social cartographies and practice of asking questions, I offer questions that may guide the next internationalization strategy development:

- Whose goals are centered within the strategy? Whose goals are missing or absent within the strategy? Who benefits from the strategy and who is the subject of these benefits? (Buckner & Stein, 2019)
- Who is included in the development of the strategy? What voices are missing? (Buckner & Stein, 2019)
- How is the strategy presented in relation to the provincial and federal strategies? Where is there alignment and disconnect? What are the potential impacts on students?
- How does the strategy engage (or not engage) with retention of international students in Canada upon degree completion? Does the strategy identify international student supports, including immigration advising (RSIAs and/or RCICs)?
- How does the lack of Anti-Oppressive themes within the internationalization strategies contribute to the siloing of EDI efforts and international student supports on campus? (Buckner et al., 2022)
- How does the lack of mention of Indigenous Peoples in Canada within the internationalization strategies contribute to complicity in colonialism? How might inclusion of Indigenous Peoples in Canada impact internationalization outcomes?
- How might internationalization strategies acknowledge colonialism and hold institutions accountable to “a deeper consideration of the ethical dimensions (including challenges, successes, and failures)?” (Stein, 2021, p. 1774).

Implications for MPA Programming and Supports

The findings from the interviews were overall very positive; however, participants highlighted recommendations for improvement within the MPA programming and supports. These practical recommendations are provided in list form below. I do not offer these as a prescribed solution but rather as ideas for consideration based on the recommendations from participants. I then follow with questions utilizing Stein's (2021) social cartographies.

- **MPA Orientation:**

- Highlight the importance of the internship early in students' program and ensure students are aware of the process and importance of the internship.
- Highlight importance of networking and taking the initiative to ensure participation in optional programming and supports that provide networking opportunities.
- Provide introductory courses in advance of the MPA program that includes information on Canadian governance, the public sector, and Indigenous Peoples in Canada.
- Provide students with an overview of the full programming and supports available to them, how to access them, and why they are important dependent on student's background, motivations, and expectations.

- **Courses and Assignments:**

- Confirm curriculum alignment with public sector through discussion with various government ministries and other public sector employers.
- Include all government decision items – briefing notes, cabinet decision items, cabinet information items, memorandums, order in council – in core courses.
- Ensure ethical leadership is highlighted throughout the curriculum.
- Offer elective courses on international policy and/or broaden the core courses to include international context.
- Make sure curriculum addresses how policies are developed within government.
- Ensure inclusion of Indigenous content throughout the core curriculum.

- **Faculty and Instructors:**

- Provide a diverse complement of faculty and instructors.
- Offer intercultural training to remove potential unconscious or conscious bias.

- Plan carefully for stability of faculty and instructors along with a succession and recruitment plan.
- **Executive Internship:**
 - Ensure internship placement matching considers prior student background and experience.
 - Remove the internship as an optional component and allow students to apply directly to the MPA program with internship.
 - Make certain students are aware they cannot leave the internship early to accept employment due to immigration policy.
 - Open internship selection process to everyone – resume, cover letter, interviews – and provide constructive feedback.
 - Provide additional internships in Saskatoon and in sectors beyond the provincial government, including Indigenous organizations.
- **Other:**
 - Provide student employment opportunities within JSGS.
 - Create an online community forum of applicants/students/alumni.
 - Ensure EDI considerations throughout all MPA programming and supports.
 - Continue engagement with MPA alumni on how to do better.

However, cautioning against a checklist and “simple solutions,” I also offer guiding questions (Stein, 2021). Using social cartography of theories of change, I ask the following questions that might prompt us forward in Table 5.5 below.

Table 5.5

Questions to Consider

	Neoliberal	Liberal	Anti-Oppressive	Decolonial
Course and Assignments	How can we make sure all courses incorporate top scholars in the field? How can we guarantee students can move through the program and finish as quickly as possible?	How can we incorporate international content into the curriculum? How can we establish diverse content in courses? How can we allow students to move through the program at a pace to suit their needs?	How can we centre and value marginalized knowledge, disrupt power relations, and rectify injustice? How can we guarantee equity and that students have access to accommodations?	How can we deconstruct Eurocentric knowledge? How can we ensure students are provided with multiple ways of doing, thinking, and being? How can we highlight “the contradictions, conflicts, and circularities that might arise when divergent knowledge systems meet?” (Stein et al., 2019, p. 35)
Faculty, Instructors, and Staff	Does our faculty complement include renowned researchers in academia?	Does our faculty and staff complement include members of diverse backgrounds? How can we build intercultural competency and sensitivity of our faculty and staff?	Does our faculty and staff complement include members of marginalized populations? How can we identify and address racism?	Does our faculty and staff complement include and make space for those with different ontological orientations? Can we highlight the mistakes made along the way, recognize there is not one way forward, but to keep trying?
Executive Internship	How can we make certain we have enough internship positions available to secure continued recruitment of students?	How can we ensure international students have access to internship positions to aid in work experience, networking, references?	How can we address inequity in access to internships and the placements themselves? How can we identify and address racism in the placements?	How might we rethink internships and aid in disrupting the prioritization of Eurocentric knowledge? How can we establish that interns are provided with multiple ways of doing, thinking, and being?
Student Peers	How can we increase enrolment of international students? How can we make certain students gain skills and intercultural competence to contribute to labour market and economy?	How can we ensure our diverse student body is accepted and celebrated and gaining intercultural competence? How can we enhance engagement between domestic and international students?	How can we make certain that all students—north and south—have equal access to education? What policies need to change to establish equitable access?	What history has made it possible for only some students to study? What motivations do students hold for studying? Does allowing certain students to study “reproduce the uneven global higher education landscape” and ongoing colonization? (Stein et al., 2019, p. 32).

Source: Adapted from example of questions of theories of changes (Stein, 2021; Stein et al., 2019).

Implications for Research: Addressing the Policy Silence

The policy silence around Anti-Oppressive themes and Indigenous Peoples in Canada should be further researched to better understand the impacts of this silence and then addressed. The lack of Anti-Oppressive themes is concerning, and Buckner et al. (2022) argued that “international students are still not viewed as a specific equity-seeking group” and that “what counts as equitable access to provincially supported universities is still bounded by citizenship” (pp. 51-52). While international student recruitment is linked with diversifying campuses, the neoliberal discourse is prominent, and international students are “rarely included within EDI policies” (Buckner et al., 2022, p. 52). Further, the impacts of this silence around Indigenous Peoples in Canada and the resulting ongoing settler colonialism needs to be examined. Villegas et al. (2020) argued “that research on immigrant integration in settler colonial states should directly engage with settler colonialism” (p. 1133) and that research should examine how “migrants related to Indigenous peoples, contexts, and histories within the Canadian context” (p. 1136). Future research could also examine Indigenous education strategies, interview Indigenous MPA students, and the role of reconciliation and decolonization within internationalization.

Implications for Self: Disrupting and Challenging Self

Stein (2021) cautioned the desire to do better is not problematic; however, the motivation and desires behind the drive to do better can in fact replicate and reproduce further harm. This caution is not to deter but rather Stein and McCartney (2021) stated that:

Internationalization otherwise is not a predetermined approach to internationalization but an ongoing process of: unlearning dominant modes of knowing, being, and relating; experimenting ethically with efforts to know, be, and relate otherwise; learning from both the successes and failures of those efforts; and repeating the process again—each time hopefully interrupting old mistakes, while undoubtedly making new ones in the process (p. 5).

I began this dissertation research from a place of concern and care alongside the desire to best support students. Upon reflecting, my approach at the beginning was very much in line with a liberal orientation. However, through learning and self-reflection came a disruption to my initial approach, and I began to question the complexity of and my own complicity in the internationalization of post-secondary education.

Where Next?

Therefore, I end this dissertation not with a conclusion but rather asking where next, and challenging myself, as Stein and McCartney (2021) advised, to unlearn, experiment, learn, repeat, and interrupt. To do so, I ask myself: how can I approach an internationalization otherwise? What learnings within this research can I take forward—both successes and failures—to aid in interrupting past patterns and practices? How am I as a white settler benefiting and contributing to the ongoing colonial patterns in post-secondary education? What comes next?

Overall, this dissertation contributes to the higher education literature by contributing research on the experiences of international MPA graduate students in Saskatchewan transitioning into the Canadian labour force and offers practical recommendations on how post-secondary institutions can best support international graduate students throughout and upon degree completion. As well, this research provides findings into the framing of internationalization specifically within and across the federal government, provincial government of Saskatchewan, and the University of Saskatchewan.

Specifically, the case study research provides three overarching findings from the document analysis of the internationalization strategies – policy convergence: strategic framing; policy disconnect: student to labourer to resident; and policy silence: lack of anti-oppressive themes and Indigenous Peoples. The findings from the interviews include a logic model that outlines the experiences of international MPA students in Canada, highlighting the importance of the Executive Internship program for employment transition, the need for a wide range of programming and supports to assist the diverse group of students entering the program, and the importance of providing education on Indigenous Peoples in Canada. The findings from the strategies were then compared to the interviews, which resulted in several implications. First, implications to theory include the use of social cartographies to expand the logic model framework to pay attention to the unintended outcomes of internationalization. Second, implications to educational leadership include utilizing guiding questions in strategy development that takes into consideration the goals of international students and the voices and history of Indigenous Peoples in Canada. As well, implications to practice include incorporating recommendations from international students and utilizing theories of change to identify questions to consider within MPA programming and supports. Finally, implications for future

research include the need to draw attention to the policy silence around Anti-Oppressive themes and Indigenous Peoples in Canada and the resulting impacts.

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APPENDIX A: Research Ethics Approval & Ethics Course Certificate of Completion



UNIVERSITY OF
SASKATCHEWAN

Behavioural Research Ethics Board (Beh-REB) 10-Nov-2023

Certificate of Approval

Application ID: 4362

Principal Investigator: Vicki Squires

Department: Department of Educational
Administration

Student(s): Amy Hassett

Funder(s):

Sponsor: University of Saskatchewan

Title: The Framing of Internationalization and the Lived Experiences of International Master of
Public Administration (MPA) Students in Canada

Approved On: 10-Nov-2023

Expiry Date: 10-Nov-2024

Approval Of:

- * Behavioural Ethics Application
- * Appendix 1 - Permission Letter
- * Appendix 2 - Invitation Email
- * Appendix 3 - Participant Consent Form
- * Appendix 4 - Interview Questions
- * Appendix 5 - Transcript Release Form

Acknowledgment Of:

- * TCPS2 CORE Certificate - Amy Hassett

Review Type: Delegated Review

CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board (Beh-REB) is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans TCPS 2 (2022). The University of Saskatchewan Beh-REB has reviewed the above-named project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this project, and for ensuring that the authorized project is carried out according to the conditions outlined in the current approved protocol. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

ONGOING REVIEW REQUIREMENTS

Any significant changes to your proposed method, or your consent and recruitment procedures must be reported to the Chair through submission of an amendment for Beh-REB consideration in advance of implementation.

To remain in compliance, a status report (renewal of closure form) must be submitted to the Beh-REB Chair for consideration within one month prior to the current expiry date each year the project remains open, and upon project completion. Please refer to the Research Ethics Office website for further instructions and current forms.

Digitally Approved by Olga Lovick
Vice-Chair, Behavioural Research Ethics Board
University of Saskatchewan

Certificate of Approval Amendment

Application ID: 4362

Principal Investigator: Vicki Squires

Department: Department of Educational
Administration

Student(s): Amy Hassett

Funder(s):

Sponsor: University of Saskatchewan

Title: The Framing of Internationalization and the Lived Experiences of International Master of
Public Administration (MPA) Students in Canada

Approved On: 14-Mar-2024

Expiry Date: 10-Nov-2024

Approval Of: Amendment to modify the details of confidentiality, so that University of
Saskatchewan is identified in disseminations of findings.

2024.02.20 - Amended Participant Consent Form - Amy HASSETT.docx

Draft email to participants explaining the change

Acknowledgment Of:

Review Type: Delegated Review

CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board (Beh-REB) is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans - TCPS 2 (2018). The University of Saskatchewan Beh-REB has reviewed the above-named project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this project, and for ensuring that the authorized project is carried out according to the conditions outlined in the current approved protocol. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

ONGOING REVIEW REQUIREMENTS

Any significant changes to the proposed method, or consent and recruitment procedures must be reported to the Chair through submission of an amendment for Beh-REB consideration in advance of implementation.

To remain in compliance, a status report (renewal or closure form) must be submitted to the Beh-REB Chair for consideration within one month prior to the current expiry date each year the project remains open, and upon project completion. Please refer to the Research Ethics Office website for further instructions and current forms.

*Digitally Approved by Pammla Petrucka
Chair, Behavioural Research Ethics Board
University of Saskatchewan*



Certificate of Completion

This document certifies that

Amy Hassett

*successfully completed the Course on Research Ethics based on
the Tri-Council Policy Statement: Ethical Conduct for Research
Involving Humans (TCPS 2: CORE 2022)*

Certificate # 0000887734

22 January, 2023

APPENDIX B: Letter of Operational Approval

From: Amy Hassett
To: Dr. Loleen Berdahl, JSGS Executive Director
Date: November 11, 2023
Re: Requesting Permission to Conduct Research

Dear Dr. Berdahl,

As you know, I am pursuing a Professional Doctor of Education (Ed.D.) program with the Department of Educational Administration, University of Saskatchewan (USask). I am in the process of preparing to collect data for my dissertation. My research is on *The Framing of Internationalization and the Lived Experiences of International Master of Public Administration (MPA) Students in Canada*. The research will be a qualitative case study that examines and maps the framing of internationalization in policy documents at the federal, provincial, and institutional levels to understand the discourse of internationalization in relation to the recruitment of international students. The research is interpretive and will aim to understand how these narratives within policy documents are presented in addition to examining how this framing impacts the perceptions of international MPA students related to post-graduation employment outcomes. I would like to conduct semi-structured interviews with USask MPA alumni to better understand if the policy assumptions within these documents translate into the lived experiences of international MPA students in Canada. Therefore, this research will also be emancipatory as it seeks to improve and close the potential policy disconnect for international graduate students in Canada by providing practical recommendations for how post-secondary institutions can best support graduate students' transition into employment in their field of study upon degree completion.

I am hereby seeking your consent to conduct my study with international MPA alumni from Johnson Shoyama Graduate School of Public Policy, USask campus. I would like to interview 5 – 8 MPA alumni online through Zoom to better understand their lived experiences, and I believe that they will be able to supply rich in-depth data that will answer my overarching question: “How are the policy assumptions within the Canadian, Saskatchewan, and USask internationalization strategies translating into the lived experiences of international MPA graduate students upon degree completion?”

To assist you in reaching a decision, I have attached to this letter a copy of my ethics certificate to conduct this study provided by the USask Ethics Board, the consent form, and interview guide I intend to use. I will fully operate under the guidance of my supervisors Professors Vicki Squires and Michael Cottrell throughout the entire process.

Should you require any further information, please do not hesitate to contact me at amy.hassett@usask.ca, or you may direct any questions to my supervisors Professors Vicki Squires at vicki.squires@usask.ca and Michael Cottrell at michael.cottrell@usask.ca.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,



Amy Hassett

Enclosures

APPENDIX C: Participant Consent Form



Participant Consent Form (Semi-Structured Interviews)

You are invited to participate in a research study entitled: The Framing of Internationalization and the Lived Experiences of International Master of Public Administration Students in Canada

Student Researcher(s):

Amy Hassett
EdD Graduate Student
Department of Educational Administration
(306)966-1675
amy.hassett@usask.ca

Principal Investigator/Supervisor:

Dr. Vicki Squires
Associate Professor
Department of Educational Administration
(306)966-7622
vicki.squires@usask.ca

Dr. Michael Cottrell
Associate Professor
Department of Educational Administration
(306)966-7690
michael.cottrell@usask.ca

Purpose and Objective of the Research:

The research sets out to examine how internationalization, and in particular the recruitment of international students, is portrayed by the federal government, provincial government, and the University of Saskatchewan. The research then aims to uncover how these portrayals of internationalization impact the expectations of international MPA students regarding their own post-graduation employment outcomes. Ultimately, the aim is to uncover if international MPA students' expectations of employment after graduation were met. If so, the research may provide practical recommendations on how post-secondary institutions can best support graduate students' transition into employment in their field of study upon degree completion. If not, the research may uncover supports and services that post-secondary institutions should employ to better assist international students in obtaining employment in their field of study upon degree completion.

The research will be guided by a main overarching question and three secondary questions:

- How are the policy assumptions within the Canadian, Saskatchewan, and USask internationalization strategies translating into the lived experiences of international MPA graduate students upon degree completion?
 - How is internationalization framed at the multiple policy levels in the Canada's Building on Success: International Education Strategy 2019-2024, Saskatchewan's International Education Strategy, and the University of Saskatchewan's International Plan – University Plan 2025?
 - What are the lived experiences of international MPA students throughout and upon degree completion?
 - What academic and student supports contribute to the successful transition of MPA students into Canadian employment?

Procedures:

The interviews will be conducted online using Zoom to virtually replicate the face-to-face interview. The student researcher will hold individual semi-structured interviews with 5-8 MPA USask alumni who were international students upon program entry. The interviews will be 45 – 60 minutes in duration.

During the Zoom interview, you will be informed that the recording and transcription feature will be turned on and the student researcher will ensure that permission is received. The recordings and transcriptions will not be shared but verbatim data of salient quotes may be used and using the recording and transcription feature will provide the student researcher with the ability to concentrate on the interview rather than taking notes and will allow for an in-depth interview and will assist with avoiding misinterpretation and bias. During the Zoom interviews, you may choose to leave your video on or off, as well, you may ask to turn the recording and transcription feature off at any time without giving a reason. In addition, you can turn off your computer's microphone and camera at any time throughout the interview.

During the interview, participants must agree not to make any unauthorized recordings of the interview. As well, the participant and student researcher must ensure that the Zoom interview will be conducted in a private area of their home or office and will not be accessible by individuals outside of the research team.

Upon completion of the interview, and prior to the data being included in the final report, you will be given the opportunity to review the transcript of the interview, and to add, alter, or delete information from the transcript as you see fit. You will be given two weeks for the return of revisions, and if you do not respond, the student researcher will follow up with you with a one-week extension, and if there is no response, the transcription will be included as is. You are encouraged to ask any questions regarding the procedures and goals of the study and their role.

Potential Risks:

There are no known or anticipated risks to you by participating in this research. However, if you are in distress at any time, we will ensure that you have access to free and readily available supports such as:

- **Online Mental Health Resources available on the USask website [here](#).**
- **Saskatchewan HealthLine 811**
- **Saskatoon Crisis Intervention Services at 306-933-6200 (24 hours)**
- **Crisis Services Canada at 1-833-456-4566**

As well, we would encourage that you speak with your family doctor.

Potential Benefits:

The interviews will provide you with an avenue for feedback and improvements on the MPA program, which, if implemented, could improve the student experience and outcomes for future international MPA students, which enhances the quality and reputation of the university, the program, and alumni.

Compensation:

No monetary compensation will be provided to you for participating in this study.

Confidentiality:

- The data collected from the research will be included in the student researcher's EdD dissertation but also may be published in academic journals or reports and presented at conferences or public meetings within USask.
- The data from this research project will be published and presented at conferences; however, your identity will be kept confidential. Although direct quotations may be reported from the interview, you will be given a pseudonym, and all identifying information (name of your current position and employer, etc.) will be changed with pseudonyms.
- Saved transcriptions from the interviews will be identifiable by pseudonyms only.
- The consent form with your name will be stored separately from the transcriptions and data collected for the research.
- The student researcher will maintain a single master-list connecting your identity to the pseudonym on the data sheet. This master-list will be kept separately from the transcriptions and data collected for the research.
- You will have the opportunity after the interview to review the transcript and may edit and delete information as you deem fit.
- You will decide on the most appropriate time for the interview to ensure your required personal comfort and privacy level are met.

Storage of Data:

- The principal investigator will be responsible for data storage. The data will be stored on the University of Saskatchewan OneDrive, which is a password-protected site used by USask students and employees.
- The minimum required storage period is five years from publication.
- Upon completion of the required storage period, the data will be destroyed beyond recovery.
- The consent forms and master list (with pseudonyms) will be stored separately from the transcriptions and data collected.
- The privacy policy for Zoom: <https://explore.zoom.us/docs/en-us/privacy.html>. The University of Saskatchewan's agreement with Zoom ensures that all data will be stored on servers in Canada. The data may, however, be routed through international servers. Zoom has safeguards to protect your personal information from unlawful use. However, internet security is not 100% guaranteed.
- Upon completion of the interview, the Zoom recording will then be removed from Zoom and stored to a local University of Saskatchewan managed computer and will be password protected.
- While not expected, in the event of physical consent forms, these forms will be stored behind two locks within an institutional office at the University of Saskatchewan.

Right to Withdraw:

- Your participation is voluntary, and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort.
- During the interview, you may request that the recording and transcription feature be turned off at any time without an explanation.
- Should you wish to withdraw, you may let the student researcher know verbally in the online interview or can send a written notice by e-mail. In the event you decide to withdraw, the transcription and data collected from your interview for the research project will be destroyed and will not be included in any form.
- Whether you choose to participate or not will have no effect on your alumni position with the school or how you will be treated.
- Your right to withdraw from the study will apply only until 21 days after you have signed the Transcript Release Form (which is sent upon completion of the interview). After this, it is possible that some form of research dissemination will have taken place, and it may not be possible to withdraw your data.

Follow up:

- It may be necessary to follow up with you by e-mail if further clarification is required.
- The findings of this study will be shared with all participants by e-mail. It is expected that the results will be made available by September 2024.

Questions or Concerns:

- Contact the researcher(s) using the information at the top of page 1.
- This research project has been approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office: ethics.office@usask.ca; 306-966-2975; out of town participants may call toll free 1-888-966-2975.

Signed Consent:

Your signature below indicates that you have read and understand the description provided. I have had an opportunity to ask questions and my questions have been answered. I consent to participate in the research project. A copy of this consent form has been given to me for my records.

Name of Participant	Signature	Date
Researcher's Signature	Date	

A copy of this consent will be left with you, and a copy will be taken by the researcher.

APPENDIX D: Participant Interview Guide
INTERVIEW QUESTIONS (FOR MPA ALUMNI)

Thank you for accepting the invitation to participate in this research study on *The Framing of Internationalization and the Lived Experiences of International MPA Students in Canada*. I am excited to conduct this study and am thankful for your willingness to speak with me about your lived experience as an international MPA graduate student in Canada. I want to remind you that your **participation is voluntary**, you have the right to decline to answer any question, and to withdraw from this study at any point with no penalty.

Purpose of the Study

The research sets out to examine how internationalization, and particularly the recruitment of international students, is portrayed by the federal government, provincial government, and the University of Saskatchewan. The research then aims to uncover how these portrayals of internationalization impact the expectations of international MPA students regarding their own post-graduation employment outcomes. Ultimately, the aim is to uncover if international MPA students' expectations of employment after graduation were met. If so, the research may provide practical recommendations on how post-secondary institutions can best support graduate students' transition into employment in their field of study upon degree completion. If not, the research may uncover supports and services that post-secondary institutions should employ to better assist international students in obtaining employment in their field of study upon degree completion.

This interview will focus on your lived experience as an MPA student, the academic and student supports you received, your lived experience transitioning into Canadian employment upon degree completion, and your overall expectations and experience.

Research Questions

How are the policy assumptions within the Canadian, Saskatchewan, and USask internationalization strategies translating into the lived experiences of international MPA graduate students upon degree completion?

- How is internationalization framed at the multiple policy levels in Canada's Building on Success: International Education Strategy 2019-2024, Saskatchewan's International Education Strategy, and the University of Saskatchewan's International Plan – University Plan 2025?

- What are the lived experiences of international MPA students throughout and upon degree completion?
- What academic and student supports contribute to the successful transition of MPA students into Canadian employment?

Duration of Interview

This interview should take between 45 to 60 minutes in length. With your permission, my discussion with you will be recorded and transcribed through the Zoom transcription feature. You can ask me to stop recording the interview at any point without given a reason. You will be given the opportunity after the interview to review and validate the transcription as an accurate reflection of your responses to our discussion.

Assurance of Confidentiality

You are assured that your identity as well as your affiliation will be always kept confidential and will not be made available to any unauthorized user. I will use pseudonyms in place of your name or professional identity.

Before We Begin

Do you have any questions for me before we begin?

With your permission, I am going to turn on the Zoom recording and transcription feature and will begin.

Background

To start, can you please confirm that you have read and understood the consent form, and advise if you would like to proceed with participating in this research study.

1. Can you provide me with a brief background of your educational and employment history **before** you applied to the MPA program?
2. What motivated you to apply to the MPA program?
 - a. How did you hear about the program (friend, family member, website search, social media)?
 - b. Why did you choose Canada/USask/MPA program specifically?
 - c. Did you apply direct to the MPA program (or to PhD or MPP)?
3. Before travelling to Canada to study in the MPA program, what documents, websites, or information did you review in advance?

- a. Did you review the Government of Canada, Government of Saskatchewan, University of Saskatchewan, or JSGS websites?
- b. Are you familiar with the federal, provincial, and/or institutional internationalization strategies?

Expectations upon entering the MPA program

4. What were your expectations upon entering the MPA program?
 - a. Was your intent to stay in Canada upon completion of the MPA program?
 - b. What outcomes did you expect upon completion of the MPA program?
 - c. Did you expect employment in a particular field?
 - d. Did you expect to get an internship?
5. What factors influenced these expectations?
 - a. Were you influenced by alumni, policy, strategy documents, websites?

Academic programming and student supports throughout MPA program

6. What academic programming and student supports were available to you throughout the MPA program?
 - a. Formal supports - executive internship, alumni mentorship program, policy shop, case competition, writing support, academic advising, networking events, ISSAC, Career Services
 - b. Informal supports – informal networking and connections with faculty, staff, executives in residence, peer relationships and cohorts
 - c. What supports did you utilize?
 - i. Executive Internship – what was your experience?
 - d. Which supports did you not utilize and why?
 - i. Executive Internship – why did you not take part?
 - e. Did you encounter any accessibility issues with the supports?
7. What education and knowledge were you provided with on Indigenous Peoples in Canada throughout the MPA program?

Employment transition upon degree completion

8. Can you provide me with a brief background of your educational and employment history since you have graduated from the MPA program?

- a. Did you find desired employment upon completion of your MPA program? If so, where and what position?
- b. What was your experience obtaining employment in Canada upon MPA degree completion?
- c. How many jobs did you apply for and how many interviews did you receive?
- d. Who were your references?
- e. What stories can you share about this time?

Identification and accessibility of programming and supports

9. What programming and supports from the MPA program were helpful with your employment transition?
 - a. Formal supports - executive internship (Canadian work experience, references), alumni mentorship program, policy shop, case competition, writing support, academic advising, networking events
 - b. Informal supports – informal networking and connections with faculty, staff, executives in residence, peers, peer relationships and cohorts
 - c. How did these supports apply to your position?
 - d. What programming and supports would have been ideal with your employment transition?
10. How was (or how would have) the education and knowledge that you were provided with on Indigenous Peoples in Canada helpful to you for personal and/or professional reasons?

Internationalization

11. How would you currently define the term internationalization?
 - a. How would you have defined internationalization before coming to Canada? Has there been a change?
 - b. What do you see the advantages and disadvantages of internationalization?
12. Have the Government of Canada, Government of Saskatchewan and/or the University of Saskatchewan internationalization strategies influenced your understanding of internationalization in any way?
 - a. Did you read any of the internationalization strategies before coming to Canada, or have you since read?

Overall experience

13. What do you see as the top strengths of the MPA program?

14. What do you view as opportunities for improvement in the MPA program?

15. Finally, is there anything else you would like to add about your overall experience?

Thank you again for taking part in this study. I will send you the transcripts from this interview within the next few days. I will ask that you review them for accuracy and return them to me within two weeks from the day they are received. If I do not hear from you by then, I will follow up with a one-week extension, and if there is no response, the transcription will be included as is. The right to withdraw from the study will only apply until 21 days after you have signed the Transcript Release Form. After this, it may not be possible to withdraw the data as I am expected to have a final draft of my dissertation to my committee by June 1, 2024.

I am now going to stop the recording and save the transcript.

APPENDIX E: Recruitment Script – E-mail

To: JSGS USask MPA Alumni

Subject: Participants Needed for Research on the Lived Experiences of International MPA Students

Body of E-mail: Please find attached an invitation flyer to participate in a research study on your experience as an MPA student.

APPENDIX F: Invitation Flyer

University of Saskatchewan



PARTICIPANTS NEEDED FOR RESEARCH IN
The Lived Experiences of International Master of Public Administration (MPA) Graduate
Students in Canada

We are looking for volunteers to take part in a study of
*The Framing of Internationalization in Policy Documents and the Lived
Experiences of International MPA Graduate Students in Canada.*

As a participant in this study, you would be asked to *participate in an online
interview.*

Your participation would involve *one* session, which is approximately *45-60*
minutes.

For more information about this study, or to volunteer for this study,
please contact:

Amy Hassett

Johnson Shoyama Graduate School of Public Policy

at

306-966-1675

Email: *amy.hassett@usask.ca*

**This study has been approved by the University of Saskatchewan Behavioural Research
Ethics Board**



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