

INTERNATIONALIZATION SURVEY FINDINGS: A Summary Report

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Executive Summary

Internationalization is a strategic initiative (SI) for St. Lawrence College (SLC) and directly supports the College's vision of being globally recognized, providing innovative learning opportunities and preparing career-ready graduates.

In line with best practices in change management, to ensure an effective Internationalization Strategy is designed and implemented, the project strives to be inclusive, transparent, consultative and solutions-focused. A foundational step in this process is to establish a comprehensive understanding of the current perspectives and experiences of our students, faculty, staff and administration in relation to internationalization.

In June 2018, the International Office conducted an internationalization survey for faculty, staff and administration and a total of 313 responses were received, including 170 faculty, 132 support staff and 30 administrators.¹ Survey findings are robust with strong representation from all levels of the organization, from each campus and across departments.

This report outlines the findings from the employee survey (consistent with in-person consultation findings from December 2018) and, where applicable, draws important comparisons to student consultation responses gathered through a related student survey conducted in April 2018.² For a summary of the Student Survey, please see Appendix C.

FINDINGS OVERVIEW

The following reflects a high-level sampling of some of the most pertinent survey findings:

SLC employees believe that internationalization is beneficial for the institution. For instance, 80% of faculty, staff and administration surveyed agree that internationalization is good for SLC; however, 19% of respondents remain unsure.

¹ The overlapping number of responses reflects the multiple roles of some respondents.

² This work was completed by Tracy Coady, Administrative Assistant to the Vice President of International Education/ International Joint Programs Coordinator, for her Bachelor of Business in Management Applications' dissertation at the Institute of Technology Sligo, Ireland.

SLC employees want to actively support this change. The employee survey also asked respondents to identify if they would be interested in being an active member of the internationalization initiative (**Change Champion**). At this time, **over 50 employees** have expressed their interest from across the institution, with representation from all three campuses and all levels of the organization.

Intercultural skills are consistently seen as valuable; however, intercultural engagement and competency remains low. For example, 97% of SLC employees agree that intercultural skills are valuable, however only 52% of employee respondents felt equipped to work effectively with SLC's multicultural student body. Similarly, 82% of students agreed that intercultural skills are valuable, yet in practice, only 47% of student respondents interact with students from cultures other than their own on a regular basis **inside of class** and only 31% **outside of class**.

SLC employees and students are interested in intercultural supports and international opportunities. For example, 70% of employee respondents are interested in professional development opportunities abroad and 63% of all students surveyed are interested in international exchange opportunities.

SLC is becoming increasingly diverse; however, the College and its campus communities can be more culturally inclusive. For example, only 62% of students and 42% of employee respondents believe that SLC and our campus communities are inclusive environments for our culturally diverse students. While the difference in perception cannot be directly compared, more can be done.

Finally, overall survey findings have highlighted areas of concern and uncertainty in relation to the following thematic areas:

- English language competencies of our international students and the subsequent impact on program quality and teaching
- Appropriate supports for faculty and staff
- Pace of growth in international enrollment
- Impact on the quality of education and experience of domestic students
- Quality assurance of international recruiting agents
- Need to diversify source countries to ensure classroom/campus diversity
- View that this is only about financial gain
- Need for greater international student supports and domestic-international student engagement opportunities

These and other survey findings help guide next steps associated with the internationalization initiative and directly inform initial recommendations (*Appendix A*), reflecting faculty, staff, administration and student feedback. Survey results will also act as a key data source to assess the impact of the project going forward and will ultimately inform the development of SLC's Internationalization Strategy.

BACKGROUND

St. Lawrence College (*SLC*) has experienced rapid growth in international student enrollment in recent years, with enrollment numbers more than doubling each of the past two years. The College's increased linguistic and cultural diversity between both the international and domestic student population has been enriching SLC while also creating newfound challenges as the institution adapts.

The design and implementation of a Comprehensive Internationalization Strategy has been identified as a strategic initiative (*SI*) for the College in order to effectively support institution-wide change. Internationalization directly supports the College's vision of being globally recognized, providing innovative learning opportunities and preparing career-ready graduates.

The SI will address the following two multi-year objectives:

Student Success

Ensure our student engagement and support strategies meet their learning needs and service expectations while enriching the student life experience.

Contemporary Educators

Help staff acquire the knowledge and skills they require, as contemporary educators, to support the rapidly changing needs of contemporary learners.

More specifically, the change management plan must ensure the success of students by:

- Supporting faculty and staff to enhance cultural diversity for our students to gain global competencies and be equipped to work in a globalized workforce.
- Internationalize and interculturalize curriculum and teaching at the program and course level.
- Improve services to address the unique needs of a culturally diverse student population.

The intent is to ensure that internationalization takes place at all levels of the organization, across its three campuses located in Kingston, Brockville and Cornwall.

SLC's internationalization initiative is guided by the following definition:

Internationalization is the process of integrating international, intercultural and global dimensions and perspectives... throughout teaching, research and services... and aims to increase openness, understanding of other worldviews and capacity to value diversity, including indigenous peoples. (CBIE, 2014)

In order to achieve this, the successful design and deployment of the strategy requires an extensive consultation process, in line with best practices in change management. This includes establishing a foundational understanding of students, faculty, staff and administration's views and experiences related to the internationalization of the institution at this point in time.

As such, a survey was developed for all SLC employees in order to gather demographic information³ to help us better understand the cultural and linguistic diversity of our employees as well as their perspectives, experiences and challenges in relation to internationalization.

PURPOSE

The report is primarily focused on the findings from the internationalization survey for faculty, support staff and administration conducted in June 2018; however, important comparisons to student responses gathered through a related student survey⁴ in April 2018 will also be identified, as applicable. That work was completed by Tracy Coady, Administrative Assistant to the VP of International/International Joint Programs Coordinator.

This report provides an overview of the internationalization survey for employees, key findings (consistent with in-person consultation findings from December 2018) and recommendations.

³ Human Resources does not currently gather this information in an extensive and accessible manner.

⁴ It is also important to note that the student survey gathered responses from 586 total student respondents (507 domestic and 79 international students).

SURVEY OVERVIEW

The Internationalization Survey was designed for faculty, staff and administration to complete and was comprised of 27 demographic, scaled, short answer and open-ended questions that took an average of 17 minutes for respondents to complete. For the full list of survey questions, see Appendix B.

The survey gathered select demographic information to help us better understand the cultural and linguistic diversity of our faculty and staff as well as their perspectives, experiences and challenges in relation to internationalization. The development of the survey was informed by feedback from the College Leadership Team (CLT), the International Education Office as well as a select number of faculty and staff from various departments.

The launch of the survey created an important opportunity for employees' voices to be heard on the matter by sharing their perspectives and experiences in a voluntary, anonymous and safe manner.

Despite this work being completed for quality improvement within the institution which would normally exclude the research from requiring SLC Research Ethics Board (REB) approval under the [TCPS2, 2014, Article 2.5](#), REB approval was sought should findings be more widely shared via conferences, research papers, etc. Survey questions were reviewed and approved by the SLC-REB (#2018-187RW) in advance of distribution.

Anonymity was essential to this survey and every effort has been made to ensure the information remains anonymous and all questions were optional – therefore not all respondents answered all 27 questions. Respondents could choose from various options where they might be concerned about being identified. In cases where identifiable information was included in any responses, every attempt has been made to keep any identifiable information confidential.

The survey was launched immediately following the Learning Connections Conference 2018 where extensive information about the Internationalization Initiative was shared and prior to summer vacation for many. The survey tool SurveyMonkey was used to deliver the survey and analyze the data collected. The survey remained open for the first two weeks of June 2018 and a total of 313 responses were received, providing robust findings from across all three campuses, departments and all levels of the organization. Respondent demographics include:

Employee Group

(asked to select all that apply)

Faculty	55% (170)
Support Staff	43% (132)
Administration	10% (30)

Primary Campus

(duplicates received)

Brockville	15% (47)
Cornwall	15% (47)
Kingston	67% (208)
Other	6% (20)

Employment Classification

Full-time	62% (192)
Partial Load	17% (52)
Part-time	17% (53)
Non-disclosure	3% (8)
Other	4% (12)

Gender

Female	70% (219)
Male	24% (76)
Non-Disclose	5% (16)
Other	<1% (1)

Ethnicity/Cultural Group

Caucasian⁵	83% (228)
Indigenous <small>(i.e. Inuit, First Nations, Métis)</small>	4% (10)
Other	8% (23)
Non-disclosure	5% (15)

Language

(asked to select all that apply)

English	100% (311)
French	21% (64)
Other	10% (32)

Age

25 and under	3% (10)
26-35	24% (75)
36-45	25% (77)
46-55	26% (80)
66+	16% (49)
Non-disclosure	5% (17)

⁵ In some cases, the coding process required calculated assumptions to be made based on responses received.

KEY FINDINGS

Survey findings will help us better understand how we can continue to address challenges, close gaps in services and better support all SLC employees as this initiative moves forward, while ultimately improving student success.

Survey results are a key data source to assess the impact of the project going forward and directly informed the in-person, tri-campus consultation series that took place in December 2018 (SLC-REB#2018-192RW) and will ultimately inform the design of the Internationalization Strategy.

GENERAL OVERVIEW:

SLC is becoming an increasingly diverse place to learn and to work.

Our student body now represents over 40 countries from around the world along with many other cultural groups and languages. While the majority of employee respondents (83%) identified as Caucasian, nearly 20 other ethnic and cultural backgrounds were represented and over 20 languages other than English and French are spoken by our employees. Examples of other ethnicities/cultural groups identified by employee respondents included West Indian, Arab, Indian, Hispanic, Costa Rican, Chinese, Iraqi, Pakistani, Jamaican and Filipino. Further, some of the other spoken languages of SLC employees include German, Arabic, Spanish, Farsi, Italian, American Sign Language, Tamil, Hebrew, Portuguese, Japanese, Afrikaans, Filipino, Hindi and Urdu, among others.

The cultural diversity of SLC's faculty and staff is increasing, however it remains notably less than that of our student body's. Survey response data also demonstrated that the cultural diversity of support staff (19% non-Caucasian) was significantly higher than for faculty (6% non-Caucasian) and administration (8% non-Caucasian) respondents.

"Through diversity, we build stronger communities, with unique solutions to problems." **-Support Staff**

"We need diversity at SLC...With diversity comes acceptance." **-Faculty**

Internationalization is seen as beneficial for SLC; however, many remain skeptical.

Survey findings clearly demonstrate that the majority of respondents believe that internationalization is a beneficial process for the institution. For instance, 80% of faculty, staff and administration surveyed agreed that internationalization is good for SLC; however, 19% of respondents remain unsure. In particular, faculty demonstrate the highest degree of uncertainty – 22% compared to 16% of support staff and 7% of administration – likely due to the front line nature of their roles.

Analysis⁶ of the qualitative responses to this survey question revealed that the majority of concern and uncertainty identified is related to the following themes:

- The need for increased supports for students, faculty and staff
- Ethical concerns, i.e. only for financial gain
- Impact on program quality and on domestic students
- Language competency of international and newcomer students
- Losing sight of SLC’s community roots
- The pace at which change is occurring

The need for greater supports for students, faculty and staff was by far the largest area of concern identified (86 responses). While over 150 responses identified the above concerns, over 200 responses repeatedly identified numerous benefits and realities of internationalization for SLC, including:

- Enhanced learning for all students (and employees)
- Keeping pace with societal change
- Strength in diversity
- Further improving employability skills of SLC graduates in the globalized workplace
- Financial sustainability of the institution
- Improving inclusivity at the College

“This might sound like Dr. Seuss but, the more people we meet the more we learn and the further we will go as a college and student body. The more we learn about other places and people the more we’ll know and better equipped we will be in the future to interact with, and understand, other cultures.” **–Support Staff**

⁶ In line with standard research methods, a coding process took place of all qualitative survey responses to obtain deeper insight into all survey responses.

“In theory, yes. In present form it appears as an unethical money grab. Its success or failure is on the backs of faculty who have very few resources to deal with large groups of international students.” **-Faculty**

“The concept of “internationalization” has been described in various ways by different representatives within the SLC community. With that said, I believe there might be some confusion as to the nature “internationalization” and its supposed impact on our organization.” **-Administrator**

Similarly, when asked “What does internationalization mean to you?” respondents identified the following reoccurring responses:

- Intercultural competence and cultural integration
- Enriched learning
- A welcoming and inclusive environment
- Global engagement/global citizenry
- Bringing international students
- Equal access and services for all
- International student services and supports
- Culturally sensitive policies and services;
- Study abroad
- Curriculum change
- Financial sustainability

These findings demonstrate that the majority of respondents agree that internationalization is good for SLC and the larger benefits of this process are widely understood. At the same time, system-wide supports must continue to be strengthened to ensure faculty, staff and students (domestic and international) are effectively equipped to be successful throughout this process and well informed along the way.

SLC employees want to actively support this change.

In addition to the survey questions, the employee survey also asked respondents to identify if they would be interested in being an active member of the internationalization initiative (“Change Champion”) to help champion this work, share best practices and help facilitate this change more broadly. At this time, **over 50 employees** have expressed their interest from across the institution, with representation from all three campuses and all levels of the organization. The International Office will continue to engage with Change Champions as momentum continues to grow and the tri-campus list of Champions was shared with the College Leadership Team for their reference.

"I think that SLC has some improvements to make in regards to being an inclusive environment but it is an effort that will consist of everyone being involved." **-Student**

SKILLS & KNOWLEDGE

Intercultural skills are valued; however, competency and engagement remains low.

Both employees and students consistently place value on intercultural skills. For instance, 97% of SLC employees and 82% of students agree that intercultural skills are valuable. At the same time, only 24% of SLC employee respondents believe that SLC equips students with appropriate skills to succeed in a multicultural work environment.⁷

In practice, less than half of student respondents (47%) interact with students from cultures other than their own on a regular basis **inside of class** and only 31% **outside of class**.

"...individually these students are suffering alone, current students are not sure of their role, how to welcome or include international students." **-Faculty**

"International and domestic [students] seems to be very separate and in their own silos." **-Support Staff**

Employees do not feel equipped to work effectively with SLC's culturally diverse student body.

Only 51% of employees surveyed agree that they feel equipped to work effectively with SLC's multicultural student body while 87% of respondents believe that having the knowledge and skills to be effective and appropriate in intercultural interactions is important to their role at SLC. At the same time as not feeling prepared, only 40% of respondents are aware of support services and resources available to them to enhance their ability to work effectively with a multicultural student body. Further, 40% of support staff have taken courses or workshops in relation to internationalization, in comparison to 64% of faculty and 68% of administration.

⁷ This survey was launched prior to the School of Contemporary Teaching and Learning's creation of an Intercultural and Inclusivity Specialist role.

When asked what type of related experience employee respondents would like to gain in relation to their role, the majority of responses received referenced:

- Increased awareness of international student needs and how best support them
- Country and culture-specific knowledge
- Cross-cultural communication and inclusive teaching strategies
- How to inspire community to embrace international students
- Learning about their vocation in other cultures.

“I like to integrate information on cultural awareness and differences (different approaches to social interaction based on culture) but don’t know how to do this without making a ‘newcomer’ feel uncomfortable by ‘othering’ them.” **-Faculty**

“...more awareness of other cultures, how to interact with students without the worry of offending or misunderstanding them - best practices regarding communication with international students, evidence based, not necessarily hearing from peers/fellow staff...” **-Support Staff**

“I think realizing as well that not all of our multicultural students are international is very important. I have met many students who have been identified by staff and faculty as international but are from the GTA.” **-Support Staff**

Both SLC employees and students are interested in international opportunities.

There is wide interest from employees in international professional development opportunities - 70% of respondents. Similarly, 63% of students surveyed expressed interest in international exchange opportunities, citing affordability as their top barrier to pursuing these. Of those international students surveyed, 85% would choose to study abroad again, if they had the opportunity.

“I would be interested in teaching overseas. I would also appreciate workshops regarding education-related cultural practices from each of the main areas our students are being recruited from.” **-Faculty**

“ I intend to study abroad, but have not left yet. Finances are a concern however.” **-Student**

At the same time, it is worth noting that over 54% of employee respondents identified that they have related experience. The types of experiences identified range from study abroad, personal travel, work and living abroad. Many also stated that they have taken workshops, courses or formal education in related areas.

TEACHING & LEARNING

SLC should include more intercultural dimensions in its course content.

Survey results revealed that 71% of employee respondents believe the College should increase its intercultural and international dimensions to its curriculum. Of those faculty respondents, 79% expressed interest in learning ways to integrate international and intercultural dimensions into their teaching.

In comparison, 91% of international student respondents agreed while only 48% of domestic students believed curriculum should be interculturalized and internationalized. This difference illustrates a notable gap in the recognition of the need for, and value of, these type of curriculum updates and learning opportunities.

More intercultural learning and engagement opportunities are needed.

When asked if SLC should provide more opportunities for intercultural learning and engagement across its campuses, 82% of employee respondents agreed that more is needed. Survey data also demonstrates a clear challenge with intercultural engagement for students and faculty, both within and outside of the classroom. Furthermore, when asked about related general communication challenges that employees experience, 123 of 313 respondents (or 39%) identified English language competency as the primary challenge.

Most of my classmates are not aware or sensitive to my cultural beliefs and practices, so it makes me feel insecure about being open about them.” **-Student**

“There isn’t a lot of information being shared about the different types of culture. It would be neat to have more of my culture (Aboriginal) shared throughout the school.” **-Student**

“I have had great experiences with interacting with other cultures but i am always trying not to offend them by my lack of knowledge about their culture.” **-Student**

SUPPORTS & SERVICES

The College and its campus communities can be more culturally inclusive.

Of students surveyed, 62% agreed that SLC and our campus communities are inclusive environments for our culturally diverse students while in comparison, only 42% of employees agreed. When asked the same question but in relation to employees of diverse cultural backgrounds, a marginally higher response of 50% of employee respondents were in agreement.

On campus, only 17% of employee respondents agreed that our services and supports are meeting the needs of our increasingly diverse student body. In order to be more culturally inclusive of our students (and employees) on campus, the institution would benefit from undertaking further review of its supports, services and policies.

“Official facilities are inclusive but the student populous is not and is very much so divided.” **-Student**

“Also, openly speaking about discrimination policies to students and providing education on what racism is and how to be inclusive to everyone, would be beneficial.” **-Student**

“We live in a global village, and even smaller cities such as Kingston are becoming multicultural mosaics (albeit slowly). It’s important that we learn how to cohabitate, communicate, and be good neighbours to the people who live in our community...” **-Faculty**

“We are getting pushback now from our placement organizations, which is damaging to our reputation in the community.” **-Faculty**

Employees want to better understand how to appropriately support newcomer students.

SLC employees are interested in learning strategies to better support SLC’s multicultural student body – 90% of faculty and 79% of support staff agree. Currently, the majority of respondents identified the Math & Writing Centre, the International Office and the School of Contemporary Teaching and Learning (SCTL) as the most helpful in this regard. Others identified included Student Success Facilitators (SSFs), Counseling and AccessAbility Services (CAAS), Career Services, peer tutoring, colleagues and students themselves.

When asked about challenges related to support services that respondents experience, the majority of responses referenced the following themes:

- A lack of understanding/awareness of existing services for students as well as for part-time faculty
- Reluctance of international students to access services
- Mental health/well-being of international students
- Language barriers

START, STOP, CONTINUE

Despite the challenges and concerns that faculty, staff and administration have identified within the survey and through other means,⁸ respondents highlighted many items that they consider to be working well in relation to the internationalization of SLC. Those most frequently identified include:

- Increased information sharing concerning the initiative
- Discussion and awareness of the gaps and the College's desire to improve
- Increased number of international students enrolled at SLC
- Summer supports for May intake of international students, including language and orientation supports
- Articulation agreements with international institutions
- Sustainability of SLC
- Increased hiring of support positions
- Sharing of best practices amongst staff and faculty

⁸ The Start, Stop, Continue model was also used during the in-person employee consultation series that took place in December 2018. Key Findings directly aligned with those identified within the survey.

Overall, survey findings demonstrate consistent concerns and uncertainty in relation to the following thematic areas:

- English language competencies of our international students and the subsequent impact on program quality and teaching
- Appropriate supports for faculty and staff
- Pace of growth in international enrollment
- Impact on the quality of education and experience of domestic students
- Quality assurance of international recruiting agents
- Need to diversify source countries to ensure classroom/campus diversity
- View that this is only about financial gain
- Need for greater international student supports and domestic-international student engagement opportunities.

SUMMARY:

It is clear that many SLC employees view internationalization as beneficial to the institution yet the consistently identified concerns and challenges remain numerous. Many efforts have been made in addressing these and remain ongoing, in alignment with the International Business Plan (2017/18 - 2021/22) and SLC's Strategic Plan. The International Office, in collaboration with departments across the institution, continues to actively address identified gaps and improve while simultaneously designing the Internationalization Strategy.

Survey results are a key data source to assess the impact of the project going forward, directly informed the in-person, tri-campus consultation sessions for employees that took place in December 2018, inform initial recommendations (Appendix A) and will ultimately inform the design of the Internationalization Strategy.

APPENDIX A: RECOMMENDATIONS

The following set of recommendations (some currently underway) are being made at this time, directly reflecting survey responses from students, faculty, staff and administration and other information gathered at this stage of the initiative, including in-person employee consultation findings. These include:

- 1 As part of the project's overall commitment to transparency and progress reporting, launch a tri-campus awareness campaign of high-level survey results, highlighting all perspectives and challenges identified.
- 2 In line with the project's inclusive and solution-focused approach, establish an internal Internationalization Advisory Group (IAG) intended to provide strategic advice and guidance throughout the internationalization process.
- 3 Improve the college-wide communication of the rationale for internationalization and what internationalization means for all stakeholders. The International Office has a lead role to play and must work with all departments to achieve better communication.
- 4 SLC is becoming increasingly diverse; however, the self-identified backgrounds of our employees are not reflective of our student populations. With the commitment to employment equity, the College should take proactive, measured steps to increase its diversity, including diverse experiences, of faculty, support and administrative staff.
- 5 Continue to enhance the College's efforts to improve related professional development (PD) opportunities for support staff and faculty, with particular attention to the needs and varied levels of supports provided for full-time, partial load and part-time employees.
- 6 Increase PD opportunities abroad for faculty and staff, including examining and expanding the current policy to facilitate this process.
- 7 With a focus on enhancing learning for all and improving employability of our students in the global economy, the College should establish a College-wide plan to internationalize/interculturalize SLC curriculum. These efforts should also include enhanced and intentional culturally inclusive and interdisciplinary teaching and learning opportunities, where applicable.

- 8 To increase support for students and achieve cultural integration, the College should develop an intercultural competence qualification for students specific to SLC, similar to other Ontario colleges in order to compliment current in-class and on campus opportunities.
- 9 Take concrete steps to celebrate the successes of our faculty, staff and students as they relate to internationalization, including:
 - Create a teaching/service award that celebrates applicable achievements of faculty and staff
 - Create a student award that celebrates student initiative related to internationalization
 - Develop a communications strategy to celebrate applicable success stories of our international and domestic students and employees within the College and our tri-campus communities.
- 10 Increase study abroad opportunities along with increased financial supports to better address barriers for students to study abroad.
- 11 Formalize a financial supports plan for international students, including increased on-campus jobs for international students, refugee sponsorship, scholarship and emergency bursaries for those in need.
- 12 Perform a diversity audit of SLC policies and the physical spaces of each campus.
- 13 Perform a service review of support services, particularly those identified as most frequently used in order to review service demand vs. capacity on each campus.
- 14 Continue to diversify source countries of international student recruitment to increase international student diversity and improve the integration of all students. In doing so, enhance the communication of these efforts to SLC employees.
- 15 Improve the training and communication of SLC's international recruiting agents.
- 16 Strengthen efforts to improve the intercultural integration amongst all students.

- 17 Increase English language supports for international and newcomer students across the College.
- 18 Improve data collection, monitoring and analysis as it relates to internationalization, including international student success and retention.
- 19 Establish a Community Engagement Plan in relation to SLC's internationalization efforts that will further strengthen and facilitate student placement and employment opportunities as well as broader social integration.

APPENDIX B: SURVEY QUESTIONS

INTERNATIONALIZATION SURVEY FOR EMPLOYEES

DEMOGRAPHIC QUESTIONS:

1. What is your age?
 - Under 25
 - 26-35
 - 36-45
 - 46-55
 - 56-65
 - 65+
 - I prefer not to disclose
2. What is your gender?
 - Female
 - Male
 - I prefer not to disclose
 - Other (please specify)
3. With which ethnic and/or cultural group(s) do you most identify? (Please specify if you are comfortable with disclosing this information.)
4. Do you identify as an Indigenous person (i.e. Inuit, First Nations, Métis)?
 - Yes
 - No
 - I prefer not to disclose
5. What language(s) do you speak? (Please check all that apply.)
 - English
 - French
 - Other (please specify)
6. Are you a faculty member, support staff or administration of SLC? (Please check all that apply.)
 - Faculty
 - Support Staff
 - Administration
7. What is your employment classification at SLC? (Please check all that apply.)
 - Full-time employee
 - Partial load employee
 - Part-time employee
 - Other (please specify)
8. If you are a staff member, do you provide front-line services to international students?
 - Yes
 - No
 - Not applicable
9. Which campus do you primarily work on?
 - Brockville Campus
 - Cornwall Campus
 - Kingston Campus
 - Other (please specify)

10. Which School/Department are you employed by? (Please check all that apply.)

Reminder: There is a risk of identifying participants through small sample sizes posed by the combined information in years of services and department. If you feel uncomfortable with responding to this question, you are not required to do so. This list is purposely not exhaustive to further protect your anonymity – if your department is not listed, you may check 'Other'. You may identify it if you wish.

- Administration – Brockville/Cornwall
- Alumni and Development
- Athletics and Student Life
- Counselling, AccessAbility & Health Centre
- Career Services and Employment Services
- Facilities Management Service
- Faculty of Applied Science – Operations
- Faculty of Arts – Operations
- Finance
- Human Resources and Organizational Development
- Innovation and Business Engagement
- International Education
- IT Services
- Libraries and Student Success
- Marketing, Communications and Recruitment
- Registrar's Office
- Research and Planning
- School of Applied Science and Computing
- School of Baccalaureate Nursing
- School of Business
- School of Community Services
- School of Contemporary Teaching and Learning
- School of Health Sciences
- School of Justice Studies and Applied Arts
- School of Skilled Trades and Tourism
- Strategic Corporate Planning
- Student and Campus Services – Brockville/Cornwall
- Student and Campus Services - Kingston
- Other (please specify)
- I prefer not to disclose

11. How long have you been employed at SLC?

- N/A
- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- Over 30 years

SCALED QUESTIONS:

12. Do you agree or disagree with the following statements? Please select the response that most reflects how you feel.

(Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree)

- Study abroad opportunities (i.e. exchange, placements or pursuing studies abroad after graduation) enhance the student experience.
- It is important that all of our students develop the knowledge and skills to be effective and appropriate in intercultural interactions inside and outside the classroom.
- SLC equips students with appropriate skills to succeed in a multicultural work environment.
- Students with diverse cultural backgrounds enrich SLC's learning environment.
- SLC should include more intercultural perspectives and international dimensions in its course content.
- SLC should provide more opportunities for intercultural learning and engagement across our campuses.
- SLC services and supports are meeting the needs of our increasingly diverse student body.
- SLC and its campus communities provide an inclusive environment for students of diverse cultural backgrounds.
- SLC and its campus communities provide an inclusive environment for faculty and staff of diverse cultural backgrounds

13. Do you agree or disagree with the following statements? Please select the response that most reflects how you feel.

(Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree)

- I am interested in participating in professional development opportunities abroad (e.g. guest teaching, international conferences, learning from our affiliates).
- I have strong cultural awareness of myself and my own culture.
- I am comfortable communicating with people from other cultural backgrounds.
- I am equipped to work effectively with SLC's multicultural student body.
- Having the knowledge and skills to be effective and appropriate in intercultural interactions is important to my role at SLC.
- I am aware of support services and resources available to me to enhance my ability to effectively work with a multicultural student body.

SHORT ANSWER QUESTIONS:

14. Is internationalization a good idea for SLC?

- Yes
- No
- Unsure
(Please explain)

15. Have you taken any courses, workshops or learned through experience in relation to internationalization?

- Yes
- No
(Please describe)

16. Are you interested in learning ways in which you can integrate international and intercultural dimensions into your teaching and/or research?

- Yes
- No
- Not Applicable
(Please explain)

17. Are you interested in learning strategies which you can use to better support our multicultural student body?

- Yes
- No
- Not Applicable
(Please explain)

18. Based on your experience, what SLC support services and/or strategies/tools have been most helpful to you in this regard? If applicable, please describe SLC services that you have accessed (e.g. Math & Writing Center, International Office, SCTL).

19. Are you interested in being an active member of the internationalization initiative (i.e. “Change Champion”) within your School/Department and/or being involved in shaping this work in other ways? (Yes; No; Please explain)

In order to protect the anonymity of your responses, if you are interested in being a Change Champion, please contact Richard Webster, Internationalization Lead, directly by email at rwebster@sl.on.ca or by phone at 613-544-5400 ext. 1829.

OPEN-ENDED QUESTIONS:

20. What does internationalization mean to you?

21. If any, what type of international experience/exposure would you like to gain, in relation to your role?

22. What would you personally like to gain most from the internationalization of SLC?

23. How can SLC improve how it supports you to teach, support and/or provide services to our multicultural student body?

24. If applicable, please describe challenges you experience in relation to providing services, supports and/or teaching students with diverse cultural backgrounds in the following areas:

- General communication (e.g. language, engagement)
- Within the classroom (e.g. group work, class integration)
- Academic integrity
- Use of technology
- Placements
- Support services (e.g. understanding of services, usage)
- Other

25. What is currently working well in relation to the internationalization of SLC?

26. Is there anything that SLC is currently doing in relation to internationalization that we should stop doing or change? If so, please explain.

Thank you for taking the time to complete this survey!

Your responses are very important to us and will provide us with a better understanding of related experiences and perspectives, help shape the in-person College-wide consultation process (expected to begin this Fall) and ultimately the development of SLC's internationalization strategy. We will share our survey findings with the College community this September.

APPENDIX C: STUDENT SURVEY SUMMARY

Prior to the release of the employee survey in June 2018, Tracy Coady, Administrative Assistant to the Vice President of International Education/ International Joint Programs Coordinator, completed a student survey concerning internationalization in April 2018 at St. Lawrence College as part of her Bachelor of Business in Management Applications' dissertation at the Institute of Technology in Sligo, Ireland.

OVERVIEW

This research project was undertaken to create a starting point, to describe SLC students' perception of their increasingly diverse and changing learning environment in relation to the College's internationalization efforts. To determine where future efforts should be focused, it was necessary to understand the current environment, to identify strengths and weaknesses and to illuminate what had been achieved.

To identify the effect internationalization is having on the learning environment, studies in internationalization, intercultural skill development and the stresses and benefits of being an international student were reviewed to develop the framework of the research. The focus of the project was to describe the current environment prior to developing new strategies and initiatives. The method of data generation was an anonymous survey that incorporated quantitative and qualitative questions that could be compared.

The research describes how students perceive their current learning environment, the internationalization initiatives to date and identified areas in which the college could improve. Open ended questions allowed students to share their challenges and desires for a culturally diverse educational experience. Analysis found that while students found internationalization to be a positive influence on their learning environment, there is broad scope for further work to build relevant intercultural competencies and global perspectives at St. Lawrence College.

CONCLUSIONS AND RECOMMENDATIONS

SLC Learning Environment

International students appear to find the SLC learning environment positive, but do not feel that course content reflects international perspectives. As internationalization initiatives for curriculum are still in the preliminary phase, that result was not unexpected. They make use of most of the support services available to them, although there is still a portion of the population who do not appear to access services such as accommodation and academic assistance. Whether this is due to lack of need, lack of knowledge or lack of perceived value is not clear from the data. Further efforts by the International Education department and the academic schools to encourage student uptake of supports may improve this result in the future.

Domestic students were aware of the College's campaign to inform them of study abroad opportunities, although few have pursued the opportunity as yet. The respondents expressed a desire for more information and more program specific opportunities. It will be possible to build upon the current level of awareness with future campaigns, and to tailor institutional efforts to establish additional placement and exchange agreements abroad. There are some frictional issues emerging that may negatively influence domestic students' perception of the value of internationalization. Education, transparent policies and consistent and equitable standards may mitigate these concerns.

Intercultural Interaction

Both international and domestic students expressed frustration in regard to intercultural interaction. Language barriers and, as one student identified as a challenge, the “self- isolation” of cultural groups were the most prevalent roadblocks to interaction. From the secondary research undertaken for this project, facilitating this type of integration will take training and commitment for staff and faculty, as students lack the intercultural skill to create social cohesion on their own. Careful monitoring of interactive initiatives will be required to measure success.

Both groups felt that SLC should provide a greater number of opportunities for social encounters that would allow conversation and the development of friendships. Many students felt that interactions outside of class were as important if not more so than classroom tasks requiring working together. It was interesting to note that participation in or attendance at sporting events was not specifically returned as a desirable interactive activity by any respondent. Sports could offer benefits such as team-building, trust and mutual interest.

Educational Experience

All students expressed overall satisfaction with their SLC learning experience. Students expressed acknowledgement of value and desire to have intercultural skills and multicultural or global perspective incorporated into their education through curriculum, workshops and information tools such as newsletters and mentoring programs. Domestic students expressed concern over a perceived lack of respect for, or knowledge of, academic integrity on the part of some international students, and of international students’ lack of knowledge of expected behaviour in places such as libraries, study halls and during exams. International students identified racism in only two responses, but many professed discomfort with attempting to breach the perceived barrier of established ethnic or cultural social groups. While these negative responses were in the minority, they should be flagged as potential threats to effective internationalization management.

Demographic Comparisons

A greater number of female domestic students participated in the survey than is reflective of the SLC student population. While many of the responses were fairly homogenous between demographic groupings, there were a few points that stood out. Female domestic respondents identified greater fear-based factors as barriers to international study, which may indicate that SLC is not adequately addressing those topics in the information shared with students on study abroad opportunities.

International students valued intercultural interactions more than domestic students, which could be inferred by their having chosen to study abroad. Continuing the internationalization process by including intercultural content or context into program curriculum may build domestic students' awareness and valuation of intercultural interaction. Understanding intercultural skills and inclusivity as concepts appears to vary between older students (over 40 years of age) and younger students (under 39 years of age). Generational diversity could be developed from a potential weakness to a strength by creating a learning opportunity that examines the progression of global influence, cultural mobility and societal norms. Fewer male international students accessed support services, especially in the 21-24 age group, indicating that the International Department needs to communicate more effectively with that group to encourage student success.

Further Study and Related Initiatives

As the current research was undertaken to identify where St. Lawrence College is in the internationalization process, it will generate greater value in the future as a comparable for future study. Periodic examination of student perceptions of the evolving educational environment should be part of the control cycle of internationalization, to provide the feedback and to measure the effectiveness of initiatives and strategies.

The secondary research in this project generated information developed by other institutions that may be examined for cultural fit and effectiveness at SLC. Technology-based international learning connections that mitigate the cost of international study, mentoring programs that pair domestic and international students and faculty training programs could be adapted to SLC purposes for intercultural development and internationalization initiatives.

Ongoing communication with students is essential to keep students aware of study abroad opportunities, support services and outside-of- class intercultural events. Students responded in every open question that solicited feedback that they want to attend intercultural events. Cooperation between the internationalization team and other SLC departments such as Student Governments and Marketing could generate effective communication strategies.

For more information on this research project, you may contact either Tracy Coady at tcoady@sl.on.ca and 613-544-5400 ext. 1329 or Richard Webster at rwebster@sl.on.ca and 613-544-5400 ext. 1829.

