

**Internationalizing a private liberal arts college in Ghana: A stakeholder analysis**

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## Dedication

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## Abstract

Although, many stakeholders view internationalization as integrating an international intercultural and global dimension into the extant curriculum, the concept holds different meanings between and within institutions. This multiplicity of meanings invites the questions: How do various stakeholders at Ashesi University; a small liberal arts college in Ghana conceptualize internationalization and what factors influence their understanding of the subject? How does the academic institutional context influence internationalization? And, how do the different stakeholders' perceptions of internationalization affect the internationalization focus of the institution?

This qualitative case study draws on data collected between May and August 2011 from sixty purposefully selected participants comprising University leadership; administrative staff; faculty; students and alumni of Ashesi. Data collection methods included semi-structured interviews, focus group discussions, naturalistic observations of the campus ethos towards internationalization, and content analysis of documents.

Analyses of the data suggest the following: 1) Stakeholders demonstrated an understanding of the importance of internationalization, and how it applied to them in their own unique context; 2) In addition to the internationalization components suggested by Harari's "Components of an Internationalized Campus," Ashesi University also had very unique internationalization components specific to their context as an African institution; 3) stakeholders believed that having a clear internationalization policy to guide the internationalization process developing at Ashesi in the form of a clearly written internationalization policy document, would be helpful towards guiding the

institution's internationalization process. In addition, stakeholders expressed a strong desire for Ashesi to institute programs to foster close interaction between domestic and international students and the introduction of a French Language course to enhance student employability, particularly across francophone Africa.

These findings have the potential to guide discussions, as Ashesi aims to develop a more structured internationalization agenda. The findings also suggest methods and processes that may be beneficial and transferable to other institutions with similar characteristics as Ashesi, and with a similar desire to internationalize. This study also contributes to the limited body of literature concerning how institutions of higher education in Africa utilize processes appropriate to their unique contexts in their attempts to internationalize.

## Résumé

Bien que, beaucoup des acteurs considèrent l'internationalisation comme le fait d'intégrer une dimension international, interculturelle et globale dans le programme d'études existant, le concept a des interprétations différentes entre et dans les institutions. Cette multiplicité d'interprétations invite les questions suivantes: Comment les acteurs différents à l'Université Ashesi (un petit collège d'arts libéraux au Ghana) conçoivent-ils l'internationalisation et quels sont les facteurs qui influencent leur compréhension du sujet? Comment le contexte institutionnel théorique influence-t-il l'internationalisation? Et comment les perceptions des acteurs différents de l'internationalisation influent-ils l'objectif de l'institution en ce qui concerne l'internationalisation.

Cette étude de cas qualitative s'appuie sur des données recueillies entre mai et août 2011 d'un échantillon délibéré de soixante participants comprenant la direction universitaire; personnel administratif; faculté; les étudiants et les anciens étudiants de l'université Ashesi. Les méthodes de collecte de données ont inclus des entretiens semi-structurés, des discussions de groupe, des observations naturalistes de la philosophie du campus vers l'internationalisation et l'analyse de documents.

L'analyse des données suggèrent les suivants: 1) les acteurs ont démontré une compréhension de l'importance d'internationalisation et comment cela s'applique à eux dans leur propre et unique contexte; 2) En plus des composantes d'internationalisation suggérées par "les Composantes d'un Campus Internationalisé" d'Harari, l'Université Ashesi avait aussi des composantes d'internationalisation très uniques et spécifiques à leur contexte en tant qu'une institution africaine; 3) les acteurs croyaient qu'ayant une

politique d'internationalisation claire dans la forme d'un document de politique d'internationalisation clairement écrit, serait utile pour guider le processus d'internationalisation de l'université de Ashesi.

En outre, les acteurs ont exprimé un fort désir d'instituer des programmes pour encourager une coopération étroite entre les étudiants de l'intérieurs et les étudiants internationales extérieurs et, d'introduire un cours de Langue français pour faciliter employabilité des étudiants particulièrement à travers l'Afrique francophone.

Ces conclusions pourraient guider les débats, comme Ashesi vise à développer un programme d'internationalisation plus structuré. Les conclusions suggèrent aussi des méthodes et des processus qui peuvent être favorables et transférables à d'autres institutions ayant des caractéristiques semblables et qui ont eux aussi, un désir d'internationaliser. Cette étude contribue également au corps limité de littérature concernant comment les institutions d'enseignement supérieure en Afrique utilisent des processus appropriés à leurs contextes uniques dans leurs efforts d'internationaliser.

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## CHAPTER 1: INTRODUCTION

### Context of the Problem

Many institutions of higher learning are increasingly becoming aware of the need to equip students with essential skills necessary to navigate a world characterized by increasing international and cross-cultural interactions. A myriad of studies have suggested that students around the world and across various academic disciplines generally lack the necessary international awareness, multiple language fluency, and cross-cultural knowledge to navigate the global workforce and solving the multicultural problems facing the world today (Lambert, 1989; Siaya & Hayward, 2001). As a response to the current situation, many leaders in higher education institutions have tried to address the growing need for international and cross-cultural competence through internationalization, which Knight defines as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher-education” (Knight, 2004, p. 2). Similarly Ellingboe defines internationalization as:

The process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment. (Ellingboe, 1998, p. 199)

Internationalization, however, means many things to many people, especially in different academic contexts. The concept has been interpreted based on how stakeholders perceive it, how it affects them, how it affects their daily work, and how they want to use it. Internationalization is an interactive, global and multicultural phenomenon which involves several countries, academic institutions, governments and the global workforce.

Many institutions try to internationalize through emphasizing the development of international awareness among students by encouraging them to be international in their thinking throughout their academic experience. Institutions do this by drawing on the international and intercultural aspects of what is taught in the curriculum (Mestenhauser, 1998). In addition, some institutions try to internationalize by equipping students with the necessary cross-cultural competencies needed to make meaningful contributions towards solving problems which are global in nature (Jon, 2009). While most universities have attempted to institute means to internationalize their programs, the direction an institution follows to achieve their internationalization goals, according to Childress (2010), is greatly influenced by the rationale for which the institution intends to internationalize.

Several studies have outlined how different institutions approach internationalization. One of the largest and most significant of such studies is the 3<sup>rd</sup> IAU (International Association of Universities) Global Survey on Internationalization of Higher Education. The findings of the survey suggested that amongst the various regional blocks included in the survey (Africa, Asia and Pacific, Europe, Latin America and Caribbean, Middle East and North America), the various rationale for internationalization are changing, and at a very rapid rate (Egroun-Polak & Hudson, 2010a). The survey

further suggest that the United States is focusing on both internal and external international mobility through increased study abroad programs for U.S. students and making the U.S. an attractive international destination for international students. Europe, on the other hand, is focusing on the convergence of its institutions through the *Bologna Process* which was signed in Bologna, Italy in 1999. Bologna emphasizes the harmonization of higher education throughout Europe to enhance mobility of its students, graduates and higher education staff within the region, and also to facilitate the transferability of academic qualifications across Europe to enhance employability of graduates within the region (The Bologna declaration, 1999) In both regions, there is direct government involvement in working with academic institutions to provide international opportunities for students, faculty and staff. An example of this government involvement in the U.S., for example, was clearly highlighted in a press briefing at the 2012 Institute of International Education (IIE) Best Practices Conference, where Assistant Secretary of State, Ann Stock, stated that President Barack Obama has announced an initiative to send 100,000 American students to China, and has committed 10,000 scholarships for them. Assistant Secretary Stock also said: “Through innovative programs including Fulbright, critical language awards and the Benjamin A. Gilman International Scholarship Program, American students have the opportunity to study abroad” (IEE, 2012).

According to the survey, internationalization in Africa has over the years been approached in an unstructured manner, with no set direction or common focus. It is, however, important to note that despite this seemingly ad-hoc way Africa is approaching

internationalization as presented by the survey, Africa as far back as December 1981 had developed the *Arusha Convention*, which is supposed to be the blueprint to guide the harmonization and internationalization direction of higher education on the continent. Among the many things the Arusha Convention of 1981(revised in 2002) seeks to achieve is to strengthen and promote inter-regional and international co-operation towards recognizing educational qualifications, and the facilitation of exchange and greater mobility of students, teachers and researchers on the continent and the diaspora (AAU, 2002). No aspect of the convention however makes provision or explicitly focuses on cultural learning within the region. The convention also seems to be somehow inward looking without any clear direction on how students, teachers and researchers who are the target beneficiaries would be exposed internationally beyond Africa.

At a time when cross-border education has become a vital means of expanding educational opportunities, it is imperative to investigate how stakeholders in institutions of higher education in Africa are internationalizing to give their students the global competencies they need. This investigation is particularly important because most of the literature on internationalization has focused on how internationalization is evolving in academic institutions in developed countries, leaving a relative dearth of scholarly research and literature on how the phenomenon is developing in African institutions. The vast majority of the world population resides in developing countries, and the systems of higher education in these countries need more structured internationalization frameworks that are culturally and contextually appropriate. There is therefore the need for scholars who have expertise in this area beyond the “western” world to produce work that

contributes substantially to the little that presently exists. This study contributes towards bridging the gap in the literature between the West and Africa by using a case study approach to analyze how various stakeholders of a private liberal arts college in Ghana perceive how internationalization is evolving at the college; closely examining the components of internationalization currently being pursued by the University; and finding out how the stakeholders believe the process can be improved.

### **Purpose Statement**

The purpose of this qualitative case study is to understand how internationalization is evolving in a private liberal arts college in Ghana through the lens of its stakeholders. The study does not aim to measure the degree to which the university is internationalized; rather, it seeks to understand how the process of internationalization is developing in this university from the varying perspectives of the different stakeholder groups of the university.

### **Research Questions**

Three primary research questions guided this case study:

1. What are the faculty, administration, leadership, students and alumni perceptions of internationalization at Ashesi University College?
2. What is the level of awareness of stakeholders regarding the different internationalization components at Ashesi?
3. Based on findings from questions one and two, what are some of the recommended steps being suggested by stakeholders to be taken to improve internationalization at Ashesi?

### **Significance of the Study**

As previously noted, research on the internationalization of higher education has focused on initiatives by institutions in the wealthier and Western continents of Europe, America and Australia (de Wit, 1995), focusing very little attention on Asia, Latin America and Africa. This research will therefore provide insights into how internationalization is evolving in this ‘non-traditional’ region and make a significant contribution to the extant literature on internationalization. Additionally, no study on internationalization has been conducted at Ashesi University since its inception. This study will therefore serve as an important review for Ashesi, as it ascertains where and how to move forward with its efforts to internationalize. Finally, this research will not only benefit Ashesi but also profit similar institutions, particularly those in Africa seeking an alternative and more structured approach to internationalization. The study thus aims to achieve a high degree of conceptual transferability.

### **Population Studied**

A sample size of 60 purposefully selected stakeholders constitutes the population studied. The study particularly concentrated on the people who were directly affected by Ashesi’s internationalization efforts and whose actions and decisions influenced and determined the internationalization process. These people included students, faculty, alumni, university leadership and administrative staff. I was also interested in exploring the awareness of stakeholders on how the various internationalization components were developing at Ashesi and how those components affected them as stakeholders (a more

detailed description of the research participants is included in Chapter Three). In addition, I interviewed the Secretary-General of the Association of African Universities in order to obtain a broader regional perspective of the policy direction of the association regarding internationalization of higher education across the continent.

### **Limitations of the Study**

There were two main limitations to this study that may have affected the outcomes of the research. First is the time duration for this study. Considering the substantial number of participants involved in the study and the subsequent data the interviews generated, a longer time to comprehensively analyze the data could have yielded more information which would have made this research even more comprehensive than it is now. I was, however, constrained by the limited time available to complete the master's thesis and decided to concentrate only on the stakeholder groups listed above and on the three research questions. The second limitation to this study is the fact that following my departure from Ghana after conducting interviews over summer 2011, some positive developments have taken place towards Ashesi's internationalization which hitherto did not exist. For example, a new Director of International Programs and an Office of International Programs have been set up and charged with the responsibility of coordinating all the internationalization efforts currently underway at the university. The development of this office and the appointment of the Director of international programs indicate Ashesi's new commitment to internationalization which would have been worthwhile to capture in this paper.

## **Delimitations**

Purposefully selecting the participants automatically eliminated a large percentage of the population whose insight might have provided a more extensive representation to this work. That notwithstanding, the inclusion of key policy makers such as the president of the university, the Secretary - General of the Association of African Universities (AAU) and top level university administrators adds significant validity to this study. Additionally, being a case study the generalizability of this work is limited to institutions with a similar profile to that of Ashesi. However, the purpose of this research is not to generalize the phenomenon of internationalization to all African institutions of higher education as this will vary contextually, but to provide an understanding of how internationalization is evolving in one African institution of higher education; that is a specific but not necessarily a unique institution.

## **Summary and Preview of the Thesis**

This chapter has established the research framework for this case study. It began with a discussion of the research problem and context by providing evidence of the lack of adequate research in the area of how African institutions of higher education are approaching internationalization. It further addressed the purpose of this case study to inquire about the phenomenon of internationalization in a private liberal arts college in Ghana. The chapter also included a consideration of how this study will contribute to the current literature by elaborating on the significance of conducting this case study, indicating among other reasons, the importance of the outcome of the research to various

stakeholders, particularly to the University, which may use the findings as a starting point for discussing the most relevant internationalization framework to adapt. The chapter further introduced the population studied, and the three main research questions to be asked in this study. The chapter concluded by identifying the limitations facing this research and gave insights into the delimitations thereof.

The remaining chapters in the thesis provide insights into the data collection process, a presentation of the findings that emanated from the data, and a discussion of the findings as well as the conclusions that can be drawn from this research. The next chapter illuminates relevant literature and research done in the area of internationalization, and the various frameworks used to internationalize institutions of higher education, paying particular attention to which frameworks might be most relevant to the context of Ashesi University College. Chapter Three focuses on the methodology while Chapter Four will focus on an analysis of the findings by each research question and drawing insights from the inductive interviews conducted and the deductive document analysis. Finally, Chapter Five will discuss the findings and its implications, as well as make recommendations and suggest areas for further research.

## **CHAPTER 2: LITERATURE REVIEW**

### **Introduction**

In this chapter, I situate this case study in the context of relevant literature and existing research previously conducted on frameworks that have been used by institutions over the years to internationalize. I begin with a discussion on the features that have characterized the conceptualization of internationalization over the years, followed by a discussion of the major bodies of literature on internationalization of higher education which will form the conceptual frameworks used to analyze the findings of this research. I will start off with a discussion of the literature on (1) internationalization through mobility, and (2) internationalization at home and continue with a review of relevant literature addressing internationalization in the African context, examining its atypical features and challenges and how it has evolved over the year. I will then conclude with an analysis of Maurice Harari's (1989) components of an internationalized campus, paying attention to what constitutes each component and evidence of their existence in the two internationalization frameworks discussed above.

### **Conceptualization of Internationalization**

One phenomenon that has greatly shaped the higher education sector in many countries has been globalization. The impact of globalization poses a challenge for the various stakeholders responsible for educating and training students to focus their attention on developing students with an intercultural awareness. Developing this awareness enables students to perform professionally in any part of the world and in

different cultural settings and also prepares them for the global competition they will face when searching for highly specialized jobs (Teissier, 2008) . As rightly affirmed by Knight (2008), internationalization is indeed changing the world of today's higher education and globalization is changing the world of internationalization. One area that has seen the most difficulty in the discussion and development of internationalization is the varying perceptions by different stakeholders of what internationalization should be like, given the fact that internationalization means different things to different people. People relate to internationalization in many diverse ways both within and across institutions depending on the context and the people involved in the discussions. These diverse perceptions lead to different philosophies and approaches to internationalization which can create confusion and distraction among the different stakeholders involved in the internationalization process (Green & Olson, 2003).

One significant article examining varying stakeholder conceptualization of internationalization is Knight's "A Shared Vision? Stakeholders' Perspectives on the Internationalization of Higher Education in Canada" in the *Journal of Studies in Higher Education* (1997). In this study, Knight examined the varying stakeholder perception of internationalization in higher education in Canada. The survey explored the differences and similarities in views and expectations among stakeholder groups that have a central interest in the internationalization of the higher education system. These groups came from three sectors: government, academia, and the private sector. The survey revealed varying rationales each sector attributed to why the higher education sector in Canada should internationalize. The survey further revealed that government, business, and

educational leaders agreed on the general goal of preparing graduates who are “internationally knowledgeable and globally competent,” but they disagreed on why this goal was important. While all three stakeholder groups are vital and interconnected, stakeholders forming the academia group constitute the most relevant group to this study as they form the education and training component of internationalization. Given the importance of their contributions in preparing students to fit into an increasingly globalized environment, the views of the individual members forming the academic group must be studied critically to see how internationalization is being perceived and accepted within the group, to better inform methods and approaches to adopt in order to internationalize. Again, while these varying perceptions can go a long way to complement each other, it can also create conflicts and a blurred rationale for internationalization. It is therefore imperative for academic institutions to develop a shared and common language through an understanding of what they want internationalization to mean to their stakeholders.

Internationalization has generally been associated with the movement of students and scholars across borders to learn at some of the best higher education institutions around the world. According to the Institute of International Education and Bhandari (2009), the phenomenon is not new. Students and scholars have for centuries traveled abroad to seek knowledge and enlightenment and to develop their cultural perspectives. The first category of students studying abroad can be described as degree seeking students who engaged in intra-European travel, and students and scholars from the U.S. who went to Europe in pursuit of higher education. After the second world war however,

the movement of students mainly from developing to developed countries in pursuit of a higher education increased, owing to the fact that higher education was normally not available in their home countries or if available, was very competitive to gain access into due to the increased numbers of students seeking entry (Bhandari, 2011a). Additionally, the population of international students has increased over the years partly as a result of the worldwide growth in higher education, and the growing number of students seeking a postsecondary education. Globally, higher education enrollment in 2007 increased to 152.5 million students, from 68 million in 1991, with countries in Asia and the Pacific seeing the largest growth (UNESCO, 2009). This burgeoning higher education population, especially at the postgraduate level, has put enormous pressure on the higher education systems of many developing countries, leading large numbers of their students to seek higher education outside of their home countries (Bhandari, 2011a).

Merkx (2003) suggests that the motivation and need to internationalize varies enormously according to the nature of the institution. Merkx further suggests that many institutions, especially large research institutions, have focused their internationalization efforts on satisfying this burgeoning unmet demand for higher education by absorbing more international students. In the United States, for example, this has taken on various forms, including: the enrollment of a larger percentage of international students; the use of faculty expertise and federal financial support to assist in international development projects around the world; and the development and strengthening of academic area studies programs all over the world. In addition, there has been the increase in government-supported efforts to attract more international students. Such efforts have included

nationally coordinated campaigns and sophisticated marketing strategies and expedited visa policies. (IIE and Bhandari, 2009)

Internationalization can therefore be seen to be conceptualized, utilized and caused by many playing factors, stakeholders and rationales. While all of these conceptualizations are important, it is equally important to give special attention to stakeholders forming the academic stakeholder group since they form the education and training components of internationalization. The proceeding section will take a closer look at the two main approaches academic institutions have taken to internationalization.

### **Frameworks for internationalization**

There are several frameworks about internationalization found in the literature. This section focuses on the internationalization through mobility and internationalization at home frameworks, and how both frameworks have been conceptualized and used in the African setting.

#### *Internationalization through Mobility*

The term internationalization in higher education involves the physical movement of people (study abroad, faculty research overseas and work abroad), programs (programs offered through international linkages, credits and degrees awarded by foreign partners), providers (Branching and Franchising of campuses, third party providers for study abroad programs) and international projects (American Council on Education [ACE] 2006, Bhandari & Blumenthal, 2011; Kehm & Teichler, 2007, Knight, 2008). Knight's (2007) conceptual framework for internationalization offers strategies that include inbound and

outbound international students, faculty, knowledge, and research (p. 221). Knight further categorizes these frameworks as: 1) academic programs (exchange programs, foreign language study, work/study abroad, international students, faculty/staff mobility programs, and visiting scholars); 2) research and scholarly collaboration (joint research projects, international conferences and seminars, and research exchange programs); 3) external relations (international development assistance projects, and cross-border programs); and 4) extra-curricular strategies (student clubs and associations, and international and intercultural campus events). The framework is thus characterized by both degree and non-degree seeking international students studying outside their home countries, the establishment of an international department to coordinate study abroad and other international education programs on campus, student exchanges, language programs, summer programs, double degree programs and teacher exchange programs (Teissier, 2008).

The physical movement and presence of students, faculty and academic work from one location to the other is highly encouraged by institutions seeking to internationalize, and for different reasons (Egron-Polak & Hudson, 2010b). Student mobility thus involved “importing” international students and “exporting” study abroad students (Brewer, 2004). The focus on the physical presence has been supported by the belief that living and experiencing the culture of “another,” greatly enhances one’s ability to build desirable cross-cultural competencies, which is one of the main objectives of internationalization. This belief makes many institutions to focus on mobility programs that involve the physical presence of the individual or program.

This physical mobility therefore made internationalization synonymous with study abroad (Crowther et al., 2000; Turner & Robson, 2008), and has continued to grow in many countries around the world. The 1970s and 1980s saw a proliferation of the numbers and types of study abroad programs, as more and more campuses became active in advising students on the many opportunities that exist overseas to increase their cultural competency. According to Bhandari and Blumenthal (2011), there are currently 3.3 million students studying outside of their home country, which is a 65% increase since 2000. Altbach et al. (2010) estimate this number to grow to eight million by 2020, given the current student mobility rate, resulting in a plethora of mobility programs as each college or program provider developed programs that served its constituency (NAFSA: Association of International Educators & Hoffa, 2005).

Mobility program initiatives aim to benefit nations, but they also impact the individual students who participate in them. While nations gain numerous benefits from the contributions of investments made by international students to their economy, students who study abroad tend to demonstrate an improved understanding of other people, a greater knowledge of global issues, stronger intercultural communication skills, and a deeper level of respect for cultural differences (Gürüz, 2011; Praetzel et al., 1996; Salisbury et al., 2008). The individual also gains exposure to another system of global operations which can be applied on the job and sometimes also builds their language competency in the countries that host them. Being taken out of their comfort zone or home countries to be in the minority also improves their adaptability to change and adjustment in a new environment. Due to the multiple benefits to various stakeholders,

many institutions are using the internationalization through mobility framework to internationalize their institutions.

In conclusion, the conceptual framework offered by Knight gives a good picture of the different components that characterize the various programs entailed in the internationalization by mobility framework and how this has grown over the years. Despite the listed benefits of internationalization through mobility programs, Knight's framework seems to focus on mobility programs without much mention and emphasis on how domestic students who do not get the opportunity to engage in mobility programs can also gain some of the benefits derived from traveling abroad to for academic purpose.

One question that also comes to mind when looking at the internationalization through mobility framework is the cost of travel and living in another country which may easily cut many students out because of the element of affordability. It also readily cuts out many students from developing economies such as students from Africa who may not have the needed financial means to seek some of these study abroad opportunities, hence making internationalization through mobility a not so viable approach for institutions in Africa. The following section will look at the second internationalization approach, paying particular attention to its features and how it may or may not be a better approach for institutions in Africa.

### *Internationalization at Home*

The second and most current internationalization strategy developing and being advocated mainly by European institutions and internationalization stakeholders is the

Internationalization at Home (IaH) framework defined by Crowther et al. (2000) as “any internationally related activity with the exception of student and staff mobility” (p. 6). It is often described as the “latest kid on the block” in the field of international education when discussing different frameworks for internationalization, although the concept has been around from as far back in the 90s and widely talked about by international education scholars like Michal Paige and Josef Mestenhauser. This approach emanated from Bengt Nilsson’s paper, “Internationalization at Home: Theory and Praxis,” published in 1999 (Wächter, 2003). Internationalization at Home represents the face of internationalization beyond student mobility, and it functions as a new paradigm in the discourse on institutional policy development towards internationalization of higher education (Teekens, 2007). IaH emphasizes intercultural learning and teaching at home for all students studying at home and for those who go abroad to study. In his paper, Nilsson highlighted how the low number of students participating in study abroad programs contributed to the failure of the traditional emphases on mobility to define internationalization by institutions of higher education

Despite the increase in the worldwide figures of the number of students who were studying abroad, most students around the world do not study abroad. Nilsson, for example, shows that less than 10% of students in the European Union studied abroad in other universities. He asks: “What happens to the 90% of students who remained in their home countries?” and “How could the international world be brought to their home campuses?” (Wächter, 2000, p. 6). Nilsson (2003) noted that while the concept of I a H is not new, Wächter (2003) called it a “rediscovery; it is just a way to embrace all ideas

about and measures to be taken to give *all* students an international dimension during their time at the university” (p. 31). This rediscovery shifted the focus away from the implied “mobility” in the traditional understanding of internationalization. Teekens (2005), however, emphasizes that the intent of IaH is not to devalue the outward mobility of students, faculty, and staff, as these experiences are still obviously a component of internationalization. Instead, IaH values both mobility and bringing the international to the local institution for the benefit of the 90% of domestic, immigrant students who may not get the opportunity to travel abroad as well as international students who get the privilege to travel abroad.

Internationalization at Home is an integration of the “intercultural” with the “international” (Crowther et al., 2000; Ellingboe, 1998; Mestenhauser, 1998; Paige, 2003). It is different from the literature on mobility, which does not emphasize this integration because of its assumption that international exchange is necessary for intercultural education and that it automatically leads to cultural awareness and international understanding. However, research suggests that study abroad experience does not automatically contribute or generate these outcomes (Paige et al., 2002) Some students end up not acculturating with the host culture in anyway and therefore their mere physical presence within the host culture does not automatically result in the vital cultural learning that is expected and hoped to be achieved from their presence in the host culture.

The intention of the intercultural component in the IaH approach is that it will further develop one’s intercultural competence (see Bennett, 1993; Paige, 1993; Yershova, DeJaeghere, & Mestenhauser, 2000), which Otten (2000) suggests, “as an

objective of academic learning and life, describes changes of an individual's knowledge (cognition), attitudes (emotions) and skills (behavior) in order to enable a positive and effective interaction with members of other cultures, both abroad and at home" (p.16). The IaH approach is a useful definition for this study because it presents a comprehensive and holistic approach to internationalization which Ashesi can adopt or consider as it teases out various approaches to internationalize.

Another characteristic of the I a H approach to internationalization is that it is an institutional endeavor that is process oriented, which means it is ongoing, and requires that all stakeholders be willing to adapt and carry out their duties and work with one another across departments and disciplines, as well as maintain a willingness to adjust their mindsets toward an internationalized orientation in the daily execution of their work. I a H is also contextual, and to some degree requires each institution to have its own philosophy with respect to internationalization, based on its unique history, mission, location, resources and the composition of its faculty, staff and students (Brewer 2004). Consequently, I an H does not take a one size fit all approach to internationalization.

Mestenhauser (2002) argues that IaH can only be accomplished through a "systems approach," whereby it is conducted throughout and at all levels of an institution. He further explains:

The internationalization of education is a program of change aiming to make international education a super-ordinate field of knowledge, inquiry and application, which is interdisciplinary, multi-dimensional and multi-cultural, and

to institutionalize this field throughout the structure and functions of the entire institution, including its governance and outreach. (2002, p. 170)

Jon (2009) asserts that student mobility in international education can be classified into three primary groups of students: outgoing study abroad participants, incoming international students, and domestic students who stay at home. Among the three categories of students listed above, the majority of African students fall in the category of domestic students who have never traveled abroad or had any international and intercultural interactions with the international community.

Much literature exists concerning international students and study abroad participants within the context of international education, while very little research exists focusing on how domestic students who stay at home are achieving this international exposure, especially research conducted in Africa. There is also little literature on how domestic students—in Africa and elsewhere—are achieving competencies contributing to their international and cross-cultural awareness, even though they form the largest category of students. The next chapter will explore how internationalization has evolved on in Africa over the years, focusing on approaches that are being used and their benefits, as well as the challenges they pose, which are not adequately represented in the current internationalization literature.

*Development of Internationalization in Africa*

Internationalization in Africa is highly characterized by the migration of students, especially at the postsecondary level, from the continent to western countries and countries on the continent with stability in the political and academic calendar, in search of opportunities for higher education. According to the Organization for Economic Cooperation and Development (OECD) (2008), Africans studying outside of their home country comprise 10% of international students in the world. The 2010 Open Door Report cites Sub-Saharan Africa to have the highest outbound student mobility rate (the number of students studying outside their home countries) (Institute of International Education & Chow, 2010).

Many African countries have limited capacity at the tertiary level to accommodate all students who wish to pursue an education beyond the secondary level in their home countries (Bhandari, 2011b). This then encourages those who can afford it, to look for educational opportunities outside of their home countries. UNESCO's 2010 report list the following countries as having more than 40 percent of their students studying abroad: Cape Verde (92 percent), Swaziland (52 percent), Botswana (50 percent), Lesotho (45 percent) and Namibia (42 percent). South Africa, Democratic Republic of the Congo and Ethiopia have the lowest outbound ratios ranging from 0.7 percent to 1.5 percent (UNESCO, 2010).

The number of students in these countries is high or low based on the number of tertiary institutions especially universities available in those countries. Botswana for

instance has only one national university, hence most students who want to attend universities and not small colleges which does not offer broader program offerings upon completion of their secondary education, migrate to neighboring South Africa which has over ten public universities with many more private and specialized universities and campuses of other international universities. The availability of many universities also offers students a wide variety to explore their academic interests which may not be available in the few universities in their home countries. South Africa and Kenya receive the greatest number of international students who migrate to study outside of their home countries, with South Africa being the leading host destination. Approximately 60,000 international students enroll in public universities in South Africa annually, with 60 percent of them migrating from neighboring African countries (Bhandari, 2011b).

On December 5 1981, the Arusha Convention on the recognition of qualifications in Higher Education in Africa was developed in Arusha Tanzania by various heads of states on the African continent. This convention was meant to be the continent's blueprint for the recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education on the continent. Amongst the aims of the convention, are three main objectives relevant to the internationalization of higher education on the continent and important to this study. They are: 1) the harmonization of certificates and qualifications, taking into account the current global trend aiming at generalizing the Bachelor's Master's Doctoral (BMD) system, 2) the facilitation of exchanges and greater mobility of students, teachers and researchers of the continent and the diaspora, by the recognition of qualifications delivered by other State Parties and 3) furthering the setting

up of high level joint training and research programs between higher education institutions and supporting the award of joint degrees;

The convention is the region's most comprehensive document intended to guide the internationalization of higher education on the continent, starting with the various states, nations and the international community of higher education at large. Not all African states are signatories to this convention, with only 21 out of the 54 countries on the continent having ratified it. Not having all African states on board with the Arusha convention contributes to the seeming uncoordinated and disjointed picture of internationalization on the continent. In a presentation made at the African and European University Partnership Seminar in Lome, Togo on April 15, 2011 the Coordinator of the Working Group on Higher Education of the Association for the Development of Education in Africa Alice Lamptey, outlined some of the challenges facing the successful adoption and implementation of the convention. Some of the challenge she said included : 1) the problem of African countries changing their ministers of education each time there is a change in government, or there is a ministerial shuffle which draws the process back as there always seems to be a new person who needs to adequately understand the document and the necessary implementation process to ensure successful implementation in their countries; 2) lack of awareness of the convention among higher education stakeholders on the continent as the document has not been well publicized; a problem emanating also from the constant change of the people responsible for the communication of the existence of the document; and 3) challenges in the harmonization and integration of regional linguistic specificities which characterizes the continent. The two main

linguistic blocks on the continent; Francophone and Anglophone further creates a wedge which hinders effective collaboration as the continent seeks to harmonize its higher education system.

Ghana, where this research was sited, has not ratified the convention. Not being a signatory to this convention is apparent reflected in the lack of a common national direction to internationalize higher education institutions. This has left many institutions having to carve out their own internationalization agendas and policies but also left many institutions with no guidelines at all to follow.

There are renewed efforts however on the continent to coordinate and foster dialogue on the outcomes of internationalization. One such institution on the continent trying to address some of the internationalization challenges and foster discussions on how Africa can capitalize on some of the opportunities internationalization presents is the African Network for Internationalization of Education (ANIE). ANIE's main role is to enhance understanding, advocacy and development of the international dimension of higher education on the continent by expanding knowledge and building and sustaining a cohort of competent professionals in this field (African Network for Internationalization of Education (ANIE), n.d.). It is an independent, non-profit, non-governmental African network. ANIE is a membership based association serving its members, their institutions and organizations, and engages its members understanding of internationalization on the continent. ANIE is an autonomous institution whose secretariat has been set up at Moi University, Eldoret, Kenya.

The presence of institutions like ANIE and the existence of the Arusha Convention are clear indications of an awareness of the concept of internationalization in higher education institutions on the continent and the need for more research and engagement of African institution in the internationalization discourse which is currently skewed towards the West. This research hopes to reduce the lag in literature and contribute to offering insights into some of the ways individual institutions are perceiving internationalization and how the process is developing in an African context.

*Developing an Integrated Approach towards Internationalization*

In the *Occasional Report Series on the Internationalization of Higher Education* (1989), Maurice Harari, Dean of the Center for International Education California State University, Long Beach and one of the most prolific contributors to the literature on the internationalization of higher education, suggests an integrated program/ strategic approach to internationalization. Harari explains that, for any institutions seeking to internationalize, there must be a clear formulation of the institution's internationalization direction, built through consensus of its stakeholders and identified as an integral part of the institutions mission.

He further identifies four main stakeholder groups: the faculty, the students, the community (Domestic and International) and the administration to be the agents of change whose collaboration can bring about effective transformation in any institution. In his (1992) *International Integration Wheel*, Harari suggests ten components which should be present in any institution seeking a more integrate approach towards

internationalization. The ten includes the institution : internationalizing its curriculum, having international educational linkages, international student admission, international students services and programs, study abroad programs, having an international faculty at the institution and the institutions faculty overseas , pursuance of foreign languages, cooperative programs with the community, the presence of international institutes and the presence of international housing on campus.

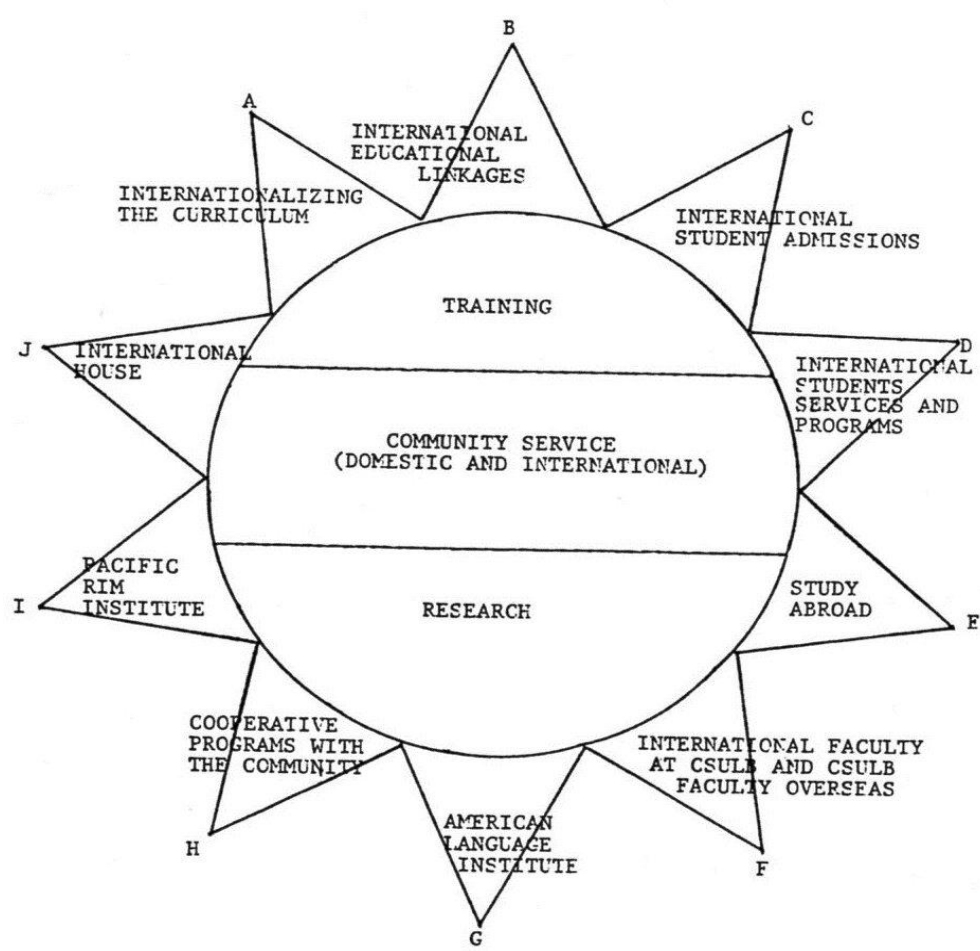


Figure 1: Harari (1989) Spokes of the Wheel

In addition to the ten components, Harari argues that having all the ten components present on a campus does not automatically guaranty that internationalization will actually occur on the campus. He therefore advocates for the presence of an institution-wide positive attitude and commitment toward understanding the other culture and societies, learning more about the political and economic interconnectedness of humankind, having a genuine interest in interacting with representatives of other cultures and having a genuine desire to understand the major issues confronting the planet earth and how to cooperate with others across national boundaries to solve these problems.

In sum, Harari encourages that internationalization can only occur when faculty and administration together with students and the environment both domestic and international, exhibit genuine commitment, first in the academic disciplines, particularly in the curriculum, and also have a sustained personal “human concern” for students from all nationalities and backgrounds. by making continuous efforts to make students feel at home on their campuses. Harari’s components and the internationalization frameworks listed above are the theoretical framework guiding this research process, as it seeks to understand how these elements are developing at Ashesi University as the institution seeks to internationalize.

## **Conclusion**

In conclusion, this chapter has provided an overview of relevant existing literature on the various conceptual frameworks guiding the decisions stakeholders consider when deciding to internationalize. The chapter started with a conceptualization of internationalization by stakeholders, followed by two frameworks for internationalization: internationalization by mobility and Internationalization at Home. This varying conceptualization of internationalization greatly influences which aspects of internationalization stakeholders invest in; whether in building more study abroad programs, increasing international student population on campus, or developing more collaborations for research and international development projects, led by faculty of large research institutions. The discussion on Africa also demonstrated a clear need for more research and interest on how the region is approaching internationalization, the lack of data that exists on how African institutions are approaching internationalization and the challenges that exists in their efforts to internationalize. The chapter then concluded with Maurice Harari's components of an internationalized campus which highlighted the key stakeholders forming the change agents in the internationalization process, the ten elements that should be present on any campus seeking an integrated approach to internationalization and the importance of having an international campus ethos towards achieving the internationalization components. Harari's components and the internationalization frameworks, together with the fundamental insights into how internationalization is developing in Africa, will form the main theoretical framework

that will guide this research process as it seeks to understand how these elements are developing at Ashesi University as it seeks to internationalize.

## **CHAPTER 3: METHODOLOGY AND METHODS**

### **Introduction**

The previous chapter presented relevant literature and established the conceptual framework that will be used to analyze the findings. This chapter builds upon that foundation, beginning by restating the purpose statement and research questions in order to provide the context necessary to discuss the research methods. The chapter continues with an overview of the research context and setting, followed by an overview and justification of the research design used to conduct this study. A description of the participants in addition to the instruments used to collect the data, as well as data collection methods and analysis are then discussed. The chapter concludes with a discussion of the validation strategies that guided this study.

### **Purpose Statement and Research Questions**

The purpose of this qualitative case study is to understand how internationalization is evolving in a private liberal arts college in Ghana through the lens of its stakeholders. The study does not aim to measure the degree to which the university is internationalized; rather, it seeks to understand how the process of internationalization is developing at this university from the varying perspectives of the different stakeholder groups of the university. Three primary research questions guided this case study: First how do stakeholders perceive internationalization at Ashesi University College? Second, what are the prevailing elements and activities in the University influencing these

perceptions? And third, based on findings from questions one and two, what are some of the recommended steps to be taken to improve internationalization at Ashesi?

### **Research Design**

This study uses a qualitative case study approach of investigation because of the inductive, descriptive and interpretive nature of the research (Merriam, 2009). I used a case study method of enquiry to give an in-depth description in the analyses of the findings of this study (Merriam, 2009). The descriptive nature of case studies also allows for a rich “thick description” of the phenomenon under study, thus giving me the latitude to explain internationalization at Ashesi through varying ways. This multiplicity of angles from which to appreciate internationalization at Ashesi is expected to add color and enhance better communication of the findings to readers. In addition, case study methodology is particularistic, in that it allows for the research to focus on a specific phenomenon arising from the occurrences of an everyday practice, as is the case of internationalization, which is evolving at Ashesi University (Merriam, 2009). The application of case study methodologies also allows for important contextual conditions to be applied to the understandings of various phenomena (Yin, 2008); in this case internationalization at Ashesi.

I chose a qualitative approach because it draws from the constructionist paradigm, which means that research “aims at understanding and reconstruction of the constructions that people (including the researcher) initially hold, aiming towards consensus but still open to new interpretation as information and sophistications improve” (Guba & Lincoln,

1994, p. 211). Using a qualitative method of inquiry I therefore explain how the stakeholders in this study interpreted their experiences, how they formed constructions with the phenomenon, and what meanings they attributed to their experiences with internationalization.

The heuristic nature of case studies further illuminates understanding of whichever phenomenon is under study (Merriam, 2009). It can bring about the discovery of new meaning, extend the reader's experience, or confirm what is known. The heuristic characteristic will therefore enhance the understanding of my targeted audience and readers, including the international education community, stakeholders of Ashesi University and other Universities on the continent, students, but also and most importantly, the ordinary reader who may not be familiar with the phenomenon of internationalization at Ashesi University.

According to Denzin and Lincoln (2005), "the word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity or frequency" (p.10). The nature of the experiences of stakeholders in this study will be difficult, if not impossible to quantify. Such experiences are better communicated through the "rich thick and colorful" descriptions offered by the nature of a qualitative case study.

## **Participants**

A sample size of sixty stakeholders was purposefully selected based on their influence and role they play in the decision-making process of the university, and their willingness to participate in this study. I also selected the stakeholders on the criteria that they have a vested interest in the internationalization process, according to the community they represent or set of responsibilities given them by the University. Different stakeholders were selected in order to attain a more nuanced understanding of how internationalization is perceived across the university. Participants included forty-three current students selected across the four year groups, eleven faculty and senior administrators, including the president of the University, and five alumni (a detailed description of how initial contacts were made with the participants in the Data Collection Process section below). Through my connection with the Ford Foundation International Fellowship Program as a Fellow, I gained access to the current Secretary General of the Association of African Universities (AAU) whose headquarters is in Ghana and is currently running the Ford IFP program in Ghana. His interview was mainly aimed at providing a regional perspective on how the AAU is approaching internationalization. Table 1 shows a breakdown of the 60 participants interviewed for this study and details of their background:

Table 1: *Detailed description of participants and their backgrounds*

<b>Faculty and Administration</b>	
<b>Position</b>	<b>Qualification</b>
Founder and President	MBA, UC Berkeley's Haas School of Business  Bachelor Degrees in Engineering and Economics, Swarthmore College
Assistant Professor and Acting Head of Business Administration Department	PhD, Public Administration, Rutgers University, Newark, New Jersey  MSc, Public Service Management, DePaul University, Chicago, Illinois  MA, Social Sciences, University of Chicago, Chicago, Illinois  BA International Affairs, French & Psychology, Florida State University, Tallahassee, Florida
Lecturer and Acting Head of Arts & Sciences Department	MSc Decision Modeling & Info. Systems, Brunel University, UK  MBA, Kwame Nkrumah University of Science & Technology, Ghana  BSc Mechanical Engineering, Kwame Nkrumah University of Science & Technology
Lecturer	M.Sc., Electronic Science, Pune University, India
Lecturer	M.Sc.Eng., Computer Science and Engineering, University of Michigan, Ann Arbor, USA  B.A., Applied Mathematics, Lehigh University, USA  B. Sc., Computer Engineering, Lehigh University, USA

Dean of Student and Community Affairs	<p>Master's Degree in Public Policy and Administration with focus on Educational Policy, University of Massachusetts, Amherst</p> <p>Bachelor of Arts Degree in International Relations, Mount Holyoke College</p>
Registrar	<p>BS in Finance from Hampton University</p> <p>MBA Duke University's Fuqua School of Business.</p>
Assistant Director of Career Services	<p>Counseling and Assessment Certificate, CENGAGE Institute, Australia</p> <p>BA Psychology, University of Ghana Career</p>
Assistant Registrar in charge of records	
Assistant Professor and Head of Computer Science Department	<p>Ph.D., Electronics &amp; Electrical Engineering, University of Strathclyde, UK</p>
Human Resource Manager	<p>MBA (Human Resource Management), Ghana Institute of Management and Public Administration (GIMPA)</p> <p>BSc. Planning, Kwame Nkrumah University of Science &amp; Technology</p>

Source: <http://www.ashesi.edu.gh/academics/faculty-profiles.html>

<b>Alumni</b>	
<b>Year of Graduation</b>	<b>Current Employment</b>
Business Administration, 2007	PricewaterhouseCoopers, Ghana, Assistant Manager Tax Department
Business Administration, 2009	Opportunities International Savings and Loans, Marketing Officer
Management Information System, 2010	General Electrics, Business Analyst for West Africa
Business Administration, 2006	Accion International, Regional Risk Specialist for West Africa and Haiti
Business Administration, 2009	Axis Human Capital Ltd

Source: Interviews with Alumni

<b>Students Focus Group Discussion</b>					
<b>Year Group</b>	<b>Level 100 (1<sup>st</sup> Year)</b>	<b>Level 200 (2<sup>nd</sup> Year)</b>	<b>Level 300 (3<sup>rd</sup> Year)</b>	<b>Level 400 (4<sup>th</sup> Year)</b>	<b>Total</b>
<b>Course of Study</b>					
Business Administration	5	4	2	5	16
Computer Science	3	2	5	4	14
Management Information System	5	3	2	3	13
<b>Total</b>	<b>13</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>43</b>

Source: Focus Group with students

<b>Final Breakdown of Participants</b>	
<b>Name</b>	<b>Year of Graduation</b>
Faculty and Administration	11
Alumni	5
Students Focus Group Discussion	43
Secretary General of AAU	1
<b>Total</b>	<b>60</b>

## **Research Methods**

Upon designing the interview protocols and receiving Institutional Review Board (IRB) approval from the University of Minnesota, three main instruments were used to collect the data for this case study: one-on-one semi-structured interviews, focus group discussions, and document analysis.

### *Semi-Structured Interviews*

One-on-one semi-structured interviews of one hour each were conducted with all faculty, alumni, and administrators, including the president of the University. The president's interview, however, lasted two and a half hours due to the nature of his interview protocol which contained more questions that required detailed responses. A semi-structured interview design was chosen in order to get these particular stakeholders to express their experiences with the phenomenon of internationalization in their own unique ways and also to allow for further probing of the participants' responses during the interviews (Merriam, 2009). A combination of both closed and open-ended interview

questions were used in order to capture vital background information about the participants and also give them the opportunity to express their insights through the open-ended questions.

#### *Focus Group Discussion with Students*

Focus group discussions were also conducted in order to obtain data that emanated from the social construction of the interaction within the group, each lasting two hours. The groups consisted of ten students each, averaging five males and five females. They were purposefully selected from the same year group with different majors. Selecting participants from the same year group was to ensure that they were familiar and comfortable with each other to engage in meaningful discussions, and even to respectfully express divergent perspectives on the evolution of internationalization at Ashesi. The focus group discussions were recorded with both audio and video because of the size of the group, and also to allow for easy identification, and reinforced precision of the contributions and body languages of the participants during the discussion. The sessions lasted approximately two hours each.

#### *Document Analysis*

Finally, documents containing possible relevant data related to Ashesi's internationalizations were gathered and analyzed. The documents include: *Ashesi Year Book*, *Ashesi Quarterly Journal*, *College Catalogue*, *Student Hand Book*, *Ashesi Bulletin* and a Brochure for the Career Services Center. In addition, the university's website was critically analyzed. Visibly displayed documents on the campus, such as the vision

statement, mission statement, learning objectives and many more were scrutinized for the general campus ethos towards internationalization. All other documents were obtained from the Academic Registrar in charge of records to ensure their authenticity. Also ensure that the current editions were obtained, the Registrar responsible for records was interviewed. The documents were also used to verify assertions made by stakeholders during the interview process.

### **Data Collection Procedures**

An initial research proposal was sent to the president of Ashesi University College introducing the research to the University and requesting its participation.

Upon receiving approval from the IRB in Minnesota, I signed the letter of assent from Ashesi and traveled to Ghana from May to August of 2011 to follow-up on initial contacts, meet officials from the University, work out a convenient execution plan with them, and begin the data collection process.

The human-resource director of the University was assigned to help me with any logistical arrangements needed to facilitate my work. He also sent out an initial email to all stakeholders introducing them to me and the project. It is important to state that the stakeholders were selected exclusively by me. I however received their telephone contacts and email addresses from the initial invitation emails sent by the Director of Human Resource. I only contacted stakeholders who replied to the introductory email by emailing them an abstract of the work and a consent form, followed by a phone call to set up an interview appointment. Two copies of the consent letters were signed by me and

the participants, one copy for their records and the other for me. I also answered any questions they had before beginning the interviews.

## **Data Analysis**

### *Transcription and Coding*

The recorded data were first transcribed manually using the *Express Scribe* software to help in the replaying and typing out. I then coded using Creswell's (2008) approach for coding and analyzing the data. According to Creswell, the first step in data analysis is exploration. I started with an initial probing and analysis to look for common patterns in order to gain a general sense of the data I had collected. This initial phase involved noting ideas, thinking about the organization of the data and considering whether I needed more information.

I then read over the transcriptions several times, looking for common recurring patterns to help me develop the main emerging themes. I continued by coding the data into an excel document and color coding. I segmented and labeled the text to form descriptions of broad themes in the data, as suggested by Creswell (2008). My main objective for coding was to make sense of the data by dividing it into labels in order to closely examine the codes for overlap and redundancy, and create broad themes out of them. This coding process enabled me to select specific data that were necessary to address the research questions and find evidence from the emerging themes which reinforced or did not support my findings. In the end, I made inferences by testing evidence using established frameworks in my literature review for confirmation and

plausibility. This discussion is elaborated upon in greater detail in Chapter five of this study.

### *Verification Strategies*

I employed two strategies to ensure the internal validity and credibility of this case study. First, I conducted member checks, also known as respondent validation. According to Merriam (2009), member checks refer to soliciting feedback on your emerging findings from some of the individuals you interviewed. Due to the large number of participants in this study and the limitation of time, one participant each from the following stakeholders was selected: student, faculty, administrator and alumni to participate in this aspect of the project. These participants however provided valuable information due to the role they played at the University, which gave them access to the most current and updated information.

I sent the five selected participants copies of their transcribed interviews to verify the content and make possible clarifications to my understanding of their responses to their interviews. This approach was utilized in order to better understand the perspectives of individuals and gain insight into themes consistent across stakeholders. It allowed me to confirm and clarify participants' experiences. Specifically, the alumnus as well as the student among the five participants selected to verify the transcribed interviews, gave positive feedback on the validity of their transcripts and provided further information on new developments with respect to internationalization at Ashesi which had occurred since the interview. In addition, I was in regular email contact with the Director of

Human Resource and the current Coordinator of the Office of International Programs for verification of information on the schools' website since that kind of information is often subject to change. The head responsible for marketing Ashesi's programs both internationally and locally, Mr. Matthew Taggart, was also very useful with confirmation and verification of information which could not be provided by the Coordinator of the IPO or any of her staff, given the IPO is a new office.

The second verification process I adopted was to send drafts of chapters of the study to two experts in the field in addition to my academic advisor and two committee members for their inputs. Merriam (2009) suggests that input based on draft chapters can be obtained from people familiar with the research or the topic, hence my use of these selected people. This additional cross-checking was helpful for gaining further insights which had not been considered earlier on in study.

## **Conclusion**

This chapter described the research methodology and methods used in this study. It described in detail, my journey through collecting and handling the data for this study. Significantly, this chapter also gives a detailed background of the participants forming the stakeholders interviewed for this study, and a reflection of their relationship with the University. The next chapter presents the data and the themes that emerged from my analysis. Based on the findings, I will conclude with recommendation for the University.

## CHAPTER 4: ANALYSIS OF FINDINGS

### Introduction

The purpose of this case study was to understand, through the lens of its stakeholders, how internationalization is evolving at Ashesi University, a private liberal arts college in Ghana. The objective of this chapter is to synthesize and present findings from data which emanated: 1) inductively from interviews with the five identified stakeholder groups; and 2) deductively from the document analysis. The five groups making up the stakeholders were students, faculty, University leadership (President, Deans, Department Heads, and Registrar), University administrators (Director of human resources, head of career service, and the in -charge for records), and alumni. The deductive document analysis was carried out using the following information sources: the University's website, partnership agreements, detailed course outlines, the University handbook, the May 2011 publication of the Ashesi Bulletin, Ashesi's 2010 Annual Report. It also included email and telephone correspondence after the data collection period in August with the Head of Human Resource Management, who served as the University's liaison for all correspondence with respect to this case study.

This chapter consists of two parts: The first section draws largely from information on the University's website (<http://www.ashesi.edu.gh/>) and covers a contextual presentation of the research setting, giving a general description of the university in order to provide the appropriate context through which to view and interpret the data gathered. The second section contains an analysis of data for each research question drawing on responses from both the interviews and document analysis.

### **Contextual presentation of research setting**

Ashesi was founded by Patrick Awuah, a Ghanaian who spent over 15 years living and working in the United States. Following his secondary education at Achimota College in Ghana, he left Ghana in 1985 to attend Swarthmore College in the USA, after which he worked for Microsoft Corporation as an engineer and a program manager for eight years. He went on to study for an MBA at the University of California at Berkeley's Haas School of Business, where for his final project, together with others; he created the blueprint of what has now become Ashesi University.

Ashesi was initially funded primarily through monies from Patrick's friends and former co-workers from Microsoft. Patrick and his wife Rebecca also made a significant personal investment to get the university started. Ashesi University has been operationally self-sustaining based on tuition revenues since 2007. Philanthropic funding is also derived primarily from individuals in the United States, but has also received growing support from Europe, corporate Ghana, Ghanaian individuals, and Ashesi alumni. Monies received from Ashesi's philanthropic activities are used to start new programs, support scholarships and provide capital improvements. The United States Agency for International Development (USAID) provided grant funding for the furniture and computer equipment on the new campus, while the International Finance Corporation (I.F.C) provided debt financing which was used to build student housing. With seed monies from the sources named above, the Ashesi University Foundation was created in the USA in August 1999 as a 501 (c)(3) non-profit organization located in Seattle, Washington. The University was however incorporated as a company limited by

guarantee on October 24, 2001, guided by the 1963 Companies Act of Ghana, and has been operating on a not-for-profit basis since its inception. In addition to an Advisory Board in Ghana, the foundation includes an Advisory Board located in the USA. This U.S. board is comprised of 25 academic advisors from institutions including Swarthmore College, UC Berkeley and University of Washington. Ashesi's Advisors provide active input and guidance in the curriculum design process, faculty and staff recruiting, exchange programs, and doing business in Ghana. The academic advisory board in the U.S. however played a strong role in helping to establish the institution but no longer play a role in recruiting faculty or exchange programs for instance; this responsibility now lies with faculty in Ghana.

The heavy involvement of a U.S. influence on the development of Ashesi's curriculum stems from Patrick's experience as an undergraduate at Swarthmore College, an experience that changed his life. It was this liberal arts type of education that he wanted to introduce to Ghana and felt could have the biggest impact. President Awuah had a dream, but was not himself an academic, so he called on his network at universities he had attended and had a relationship with to help him fulfill his dream. Faculty at these institutions volunteered their expertise to give the University a starting point. According to Matt Taggart the coordinator for marketing the University abroad, it was important for Ashesi to start with best practices at top global universities and adapt from there, hence their seemingly close relationship with international universities (Personal communication, March 30 2012). The University began instruction with 30 students on March 04, 2002.

It is the first and only liberal arts college in Ghana, offering a four-year bachelor's degree in Computer Science, Management Information Systems, and Business Administration based on a liberal arts core curriculum. When data collection for this case study took place, it had a staff size of twenty full-time faculty, ten adjunct faculty, twenty-three faculty interns who assisted full-time faculty, and one Fulbright Scholar and visiting international faculty, who change every academic year and 40 administrative staff. In addition to funding from the Ashesi foundation, 50-60% of Ashesi students pay full tuition with the rest receiving financial aid in the form of need based scholarships.

Although Ashesi started with a pioneering class of thirty students, it had a total enrollment of 505 full time students at the time of this research, of which 91.5% were Ghanaian and 8.5% were international students. Degree-seeking international students primarily come from neighboring African countries, including Benin, Cameroon, Ivory Coast, Sierra Leone, Togo and Nigeria, with Nigerians forming the largest proportion of the international student body as shown in Table 2

*Table 2. Constitution of International Students at Ashesi University*

<b>Country</b>	<b>Number of International Students</b>	<b>% of International Students</b>
American	2	5
Benin/Gabon	1	2
Beninese	1	2
British/Ghanaian	1	2
Cameroonian	2	5
Equatorial Guinea	1	2
South African	1	2
Ghanaian/American	1	2
Guinea	1	2
Indian	1	2
Ivorian	1	2

Lebanese	1	2
Liberian	3	7
Nigerian	23	53
Palestinian	1	2
South African	1	2
Togolese	1	2
<b>TOTAL</b>	<b>43</b>	<b>96</b>

Source: Personal communication with Office of International Programs, January to April 2012.

Ashesi is also in active partnerships and collaboration with international academic and business institutions which provide sponsorships, academic support and funding opportunities to the University and its students, as presented in Table 3.

*Table 3. Description of Collaborative Partnerships*

<b>Name of institution</b>	<b>Focus of Partnership</b>	<b>Benefit to Ashesi</b>
Clausen Center for International Business and Policy at the University of California Berkeley	International Business Development.	Helps conduct strategic research for school
Swarthmore College	-Africana Course -Curriculum review	Teaches collaborative course (Africa in the global setting) with Ashesi and also assists Ashesi in developing its core curriculum.
University of Washington	Curriculum review	Assists in reviewing Ashesi's liberal arts core curriculum
New York University (NYU)	Curriculum review for Ashesi University's Economics program	Assists in reviewing Ashesi's economics course curriculum
MasterCard Foundation	Scholarship partner	The MasterCard Foundation has partnered with Ashesi University College to provide 200 full scholarships to Ghanaians and other students from across Africa. It will enable the University to welcome bright students from all over the

		continent and help in recruiting a more pan-African student body. Forty students will start benefitting in the 2012/2013 academic year
General Electric	GE Executive School	The GE Executive Schools are selected based on academic excellence and GE's ability to build a recruiting team with the alumni of the school, among many other factors. In Africa, Ashesi is the second school (and the first in Ghana) to be selected to join the GE Executive Schools list.
Fulbright Program	Specialist educational support program.	Sends one international faculty, staff or student each year to teach or help with administrative project at Ashesi

Source: Personal communication with Office of International Programs, March to April 2012.

During the period time when the fieldwork for this case study was being conducted, Ashesi was in the process of relocating from its temporary location in Labone, located in the capital city of Accra, which it had occupied since its commencement in 2002, to its new permanent, ultra-modern campus complex in Berekuso in the Eastern Region of Ghana. This move formed part of Ashesi's strategic plan to develop its own campus facility but, most importantly, this move was necessitated to provide affordable housing facilities for its students, especially those on financial aid who commuted long distances to classes each day.

Though the relocation was considered to be an important milestone and a positive development for Ashesi, moving to a location quite distant from the city center came with its challenges. The university's only incoming study abroad partners, New York University and the Council for International Education Exchange, withdrew from sending students to Ashesi for that academic year. This action was mainly for fear of exposing

their students to the possible challenges the university might face with this relocation. Regardless of these challenges, Patrick Awuah, the founder and president of the University, asserted in an interview: “Ashesi University is striving to reach the status of a world-class university, an African Center of Excellence, driven to the training of intercultural competent and ethical leaders on the continent” (Interview, June 12, 2011).

Despite the withdrawal of some international partners, there continues to be a great deal of international activity at the university. Table 4 gives a summary of the various internationalization oriented activities and programs currently being pursued by Ashesi. I use Harari’s (1989) components of an internationalized campus discussed earlier in the literature review as a reference point. The table presents a picture of where Ashesi is currently in its efforts towards internationalization. It is important to note, however, that this comparison is not to evaluate how internationalized Ashesi is. Rather, it is to help the reader better understand the reasons for the perceptions held by the stakeholders interviewed on what they believe internationalization is, and why they think the phenomenon is taking place at Ashesi. This will be discussed in detail in the proceeding sections.

*Table 4: Evidence of internationalization using Harari's (1989) components of an internationalized campus (Spokes of the Wheel)*

<b>Harari's 10 components of an internationalized campus</b>	<b>Related evidence of component at Ashesi</b>
Internationalized Curriculum	<ul style="list-style-type: none"> <li>- Six core internationalized course requirements</li> <li>- Two Business Administration courses</li> <li>- Collaborative course between Ashesi and Swarthmore College</li> </ul>
International Education Linkages	<ul style="list-style-type: none"> <li>- Clausen Center for International Business and Policy at the University of California Berkeley</li> <li>- Swarthmore College</li> <li>- University of Washington</li> </ul>
Admission of international Students and Services for International Students.	<ul style="list-style-type: none"> <li>- 8.5% International Student Population</li> <li>- Facilitate visa and immigration requirements</li> <li>- Study abroad advising</li> <li>- Orientation for International Students</li> <li>- Support to International Students Association</li> <li>- International Student Adviser (counselor)</li> </ul>
Study Abroad Opportunities for Students.	<ul style="list-style-type: none"> <li>- Babson</li> <li>- Semester at Sea program</li> <li>- Goldman Sachs</li> <li>- Wilfred Laurier University</li> <li>- General Electric</li> <li>- Carnegie Mellon University</li> </ul>

	- Microsoft
International Teaching/ Researching/Traveling Opportunities for Faculty.	- Funds available at departmental level for international travel by faculty - Time off granted to faculty to attend international conferences
International Visiting Faculty Teaching on Campus.	- Receives Fulbright Faculty every academic year
Foreign Language Study.	- None
Cooperative Programs with the Community.	- Leadership Seminar: Community Service Course
International or Area Studies Institutes, Centers.	- None
International Residence Halls	- None

Source: Harari, M. (1989).

In sum, by the elements presented in the data which is represented by the contextual background information of Ashesi University, the faculty profile, the partnerships and collaborations and the components of internationalization exhibited by Harari's components of an internationalization, it is clear that the University is involved in various internationalization activities though not explicitly documented as such. The next section closely examines the data that emanated from the inductive qualitative interviews, guided by the three research questions for this case study.

### **Findings by research question**

This section presents the results of the data analysis with respect to each of the research questions which this study attempted to answer. The discussion of the data follows Genzuk's (2003) approach, which stresses the importance of using "direct quotations" to capture participants' views of their own experiences or perceptions.

To review, the research questions this case study are:

1. What is the faculty, administration, leadership, students and alumni perceptions of internationalization at Ashesi University College?
2. What is the level of awareness of stakeholders regarding the different internationalization components at Ashesi?
3. Based on findings from questions one and two, what are some of the recommended steps being suggested by stakeholders to be taken to improve internationalization at Ashesi?

#### **Research Question 1**

The rationale behind this question was to understand the contextual meanings stakeholders were attributing to the concept of internationalization. As is often the case with defining internationalization, the various stakeholders had different interpretations of what internationalization should be depending on how it affected them and their work. The Human Resource Manager, for instance, defined internationalization as: "having a cross-cultural diversity within your work force" (Interview, July 12, 2011), reflecting his work as being responsible for hiring Ashesi's work force. Similarly, most of the alumni believed internationalization means being able to work anywhere in the world with the

“preparation” their educational experience had equipped them with. One alumnus, for instance, defined internationalization saying:

In terms of the work environment, I believe it means I can be working in PricewaterhouseCoopers (PwC) Ghana, pick up my bag tomorrow and be able to work in PwC Nigeria or U.S. Not even necessarily work with PwC, but basically with the skills and the mindset that I have received from my education, I can should be able to compete with the best anywhere in the world. (Interview with '07 alumnus, July 25, 2011)

While divergent views about what internationalization is about were expressed across the various stakeholder groups, most stakeholders broadly agreed on the following: 1) internationalization should demonstrate diversity and global competency; 2) internationalization is about operating an institution within an acceptable international standard; and 3) internationalization means bringing an international perspective to whatever one does.

*Internationalization should demonstrate diversity and global competency*

Being able to “fit in” globally in different cultures was, to most stakeholders, one of the key purposes of internationalization; hence, they believed that an international education should be able to prepare students for the divergent global cultural environment they are expected to fit into after they graduate from school. One stakeholder explained:

I guess it’s about providing an education that creates students who can “fit in” and function anywhere in the world without barriers. Basically, creating global citizens and making sure they have the competencies to deal with the kinds of people they

meet; the different cultures they come across. It is also very critical that they have an appreciation of the fact that the world out there is much bigger than what they see; and not to be afraid of that but be able to embrace the differences. (Interview with 2006 alumnus, July 9, 2011)

Similarly one faculty noted : “An international education is giving an education that through the curriculum, will take the student beyond Ghana as well as interactions within the university that reflect a culturally diverse environment, through exchanges and research” (Business Administration lecturer, June 10, 2011). Ninety-eight percent of all interviewees, in fact, believed that any institution seeking to internationalize should be able to prepare students to deal with cultural diversity and to be globally competent.

*Internationalization is about operating within an acceptable international standard*

Stakeholders also expressed the view that in order for an institution to be internationalized, it must operate within a set of global standards governing their everyday operations. They expected these standards to cut across every aspect and unit of the institution and to be standards which are “acceptable” and recognized by similar institutions all over the world. One student, for example, defined internationalization as “having an internationally standardized curriculum, which cuts across countries and different examination boards, thus students around the world study issues revolving around the same topics or theories” (Interview, June 14, 2011). In the same way, the Founder and President of the University defined internationalization as:

Operating at a global standard, following international norms and asking ourselves if we are operating at a standard where students from other countries

will like to come here, or our graduating students can work anywhere in the world and be successful because the standards are the same (Interview, June 12, 2011).

In comparing Ashesi's standards to other universities in Ghana, the Founder and President was emphatic in explaining that Ashesi can be considered to be internationalized for the following reasons, which touched upon teaching methods, standards of conduct, and reaching a "global standard":

Some of the local universities here in Ghana teach by dictating and students learn by rote, that is not an international standard for a high function university. Ashesi approaches plagiarism seriously; if you are using other people's work, proper referencing is a must. We have also developed an honor code, which is not common in Ghana, but many institutions worldwide have this. It teaches students self-leadership this is also evidence of following international standards. If I walk into any institution in the United States, most of the faculty has a PhD. At Ashesi, the majority of our faculty hold Masters and master's level so in a way we are not at the global standard on that, but the reality is when you are hiring from a pool where most of the candidates go as far as the Masters level as is the case in Ghana, it is difficult to get the PhDs unless you look outside Ghana. (Interview, June 12, 2011)

*Internationalization means bringing on an international perspective to whatever one does*

Another feature all stakeholders believed internationalization should have was adding an "international perspective" to the day to day interactions that take place on campus. Explaining this, one department head described how he does this in the

classroom when he is teaching: “I make sure that in presenting the teaching materials, I extend the range of application into the international world. For instance I will compare Ghana Post to UPS or FedEx to bring the international perspective to it” (Interview with head of Bachelor of Arts Department, June 10, 2011). One student also commented: “Some lecturers always ask if there are other nationals in the class, and they ask for their perspective on whatever issues we are discussing” (interview June 14, 2011). Most faculty, for instance, believed that giving their students examples from international case studies and scenarios when teaching constituted an example of internationalization. Though there were these specific examples by stakeholders, they all agreed that the “international perspective” must be brought into whatever they did whether as students, faculty or administrators in order to consider themselves internationalized.

In conclusion, participants generally had a clear sense of what internationalization was in their context and expressed that internationalization should be demonstrated in these three ways: 1) internationalization should demonstrate diversity and global competency; 2) internationalization is about operating an institution within an acceptable international standard; and 3) internationalization means bringing an international perspective to whatever one does.

## **Research question 2**

The main objective of this question was to identify some of the components of internationalization being pursued by Ashesi and also to find the level of awareness of stakeholders of how the process of internationalization was developing. Due to the open-ended nature of the interview questions, a wide range of descriptive responses emerged,

representing the varying ways stakeholders perceived how internationalization was developing at Ashesi.

Despite these varying understanding of internationalization as presented in the previous research question, stakeholders identified internationalization to be developing in the following areas which predominantly emerged during the coding process:

1. Ashesi has adapted a liberal arts model of pedagogy, which is international in nature;
2. Ashesi employs faculty with very rich international experiences;
3. We have some study and internship abroad programs for students; and
4. Ashesi admits both international fulltime and exchange students.

*Ashesi has adopted a liberal arts model of pedagogy which is international in nature*

Given that Ashesi is the first and only university currently in Ghana to adopt a liberal arts educational model which allows students to take a core curriculum irrespective of their majors before deciding which area to specialize, it was not surprising that having a liberal arts philosophy was the first internationalization component most stakeholders pointed out as being pursued by Ashesi. An analysis of Ashesi's curriculum, admission and graduation requirements, classroom relationship and interaction, and the general "Ashesi Culture" revealed the following themes.

*The Ashesi curriculum*

In looking for evidence of internationalization in Ashesi's curriculum, I was guided by Harari's (1992, 1989) components of an internationalized campus. This model explains that internationalizing the curriculum means having requirements for the

baccalaureate degree for all students that include counting international components or units within each discipline (major and minor) and listing international and area studies majors, international minors and electives. The characteristics of Harari's internationalized curriculum is typical of a liberal arts curriculum, which because of its 'liberal' nature gives much breath of course offerings to students. One student commented: "The Ashesi classroom experience always draws on diverse perspectives from different academic disciplines and cultures which broadens our understanding of issues" (Interviewed, June 14, 2011). Another student reiterated:

Even though I am pursuing a Computer Science Major, I am required to take classes in Business Admin and some arts courses like philosophy and the rest which is not common in other Universities in Ghana, but it really broadens my perspective on issues beyond computer science. (Interview on June 14, 2011)

Ashesi's curriculum was designed in collaboration with faculty at Swarthmore College, University of California-Berkeley, and the University of Washington. It is modeled on a four-year liberal arts and science curriculum, with offerings in business and technology majors. Ashesi's degree requirements include the completion of fourteen core arts courses from the department of arts and sciences. Additionally students must take individual elective requirement from the three main majors: Computer Science, Business Administration and Management Information Systems. Out of the fourteen core courses, six of the core courses have international components (See Appendix 2 course descriptions of the six international courses). In addition to these six, students in the business administration majors are required to take three additional international courses:

International Trade Policy, Competitive Strategy, and International Finance. These three additional courses are available to Computer Science and Management information Systems majors as electives.

It is important to understand that the liberal arts approach is not typically found in Ghanaian universities. The norm is to upon admission, situate students in the department offering their major and/or minor and have them take almost all their courses in that department. Ashesi, on the contrary, allows students to take a core curriculum and then take classes across different departments, including the humanities and social sciences before eventually specializing.

Despite these supposedly broad cross-departmental course offerings, most students interviewed still believed Ashesi's majors were too limiting and very restrictive compared to other universities in the country. One student for example commented: "I think Patrick (the President and founder) has done a good job attempting to internationalize the courses, but the course offerings are very limited and that can be a challenge to internationalization" (interview June 14, 2011). In addition, some students were of the view that the liberal arts model adapted by Ashesi inhibited and forced them to take classes that did not give them an in-depth understanding of what they were learning but just a surface introduction and also forced them to take classes they were not interested in: "the liberal arts philosophy virtually makes us "Jacks of all trade but masters in none. Honestly speaking there are some courses that I am not interested in but I'm forced to take" (Student interviewed June 14, 2011). Similarly, another student expressed the same sentiment in agreement with a colleague:

What I know about liberal arts education is that it gives you the chance to explore all your options, but it does not force you to remain with one. But here it's more like we have been given specific core courses to take with no 'flexibility' for us to select which ones we want. Also I feel like I shouldn't be forced to learn more than one Africa-specific course if we are thinking of internationalization. Ashesi's curriculum is based extensively on what corporate Ghana wants and so students are forced to do what is expected that if they want to be employed. Students don't really have a wide option to do what they really want to do. It may come with time, but for now we don't have it, which is why I think Ashesi is not internationalized yet. Ashesi should know that students have their strengths and weaknesses, so forcing us to take on certain general courses in the name of liberal arts does not really help us. (Interviewed June 14, 2011)

Even though these comments were not predominant among stakeholders, it is important to note that not all aspects of the liberal arts model were being received well by some students, who are arguably the key stakeholders at the University and the ones who are most impacted by this liberal arts approach. Some students went even further, bringing in the element of parents forcing them to choose to attend Ashesi, just because it is "Ashesi" and a "good school doing something new" without considering that Ashesi had only three majors, which may not fit the interest of their children (Student interview June 14, 2011). This expresses quite clearly the main reason why some students felt restricted by the curriculum.

*Other liberal arts philosophies espoused by Ashesi*

Typical to a liberal arts philosophy, Ashesi, compared to other universities in Ghana, has a highly selective admission process where, in addition to the required entrance exams, prospective students are interviewed before arriving at a decision. As mentioned earlier, the university has relatively very small class sizes and a student - lecturer ratio of about forty students in a class to one lecturer as compared to other institutions of higher learning in Ghana which sometimes have class sizes as large as 300+ students being handled by a single lecturer. An alumnus commenting on her experience in the classroom said: “Our lecturers notice when you miss class and ask why” (2006 Alumnus interviewed, June 25, 2011). Reiterating this, another student pointed out that most universities in Ghana have huge class sizes and there is no relationship with faculty. In contrast, “At Ashesi, class sizes are small and there is a one-on-one interaction between students and faculty just like is the standard in other international universities” (Interview, June 14, 2012). Another student, explaining his classroom experience at Ashesi, stated:

Our lecturers really engage with us and appreciate our perspectives in the classroom when they are teaching. They are very welcoming of different perspectives even when they don't agree with you. Students can respectfully challenge the lecturers if they don't agree with them, they actually encourage us to do that, contrary to what we are used to growing up in our educational system, where the lecturer knows it all and you don't dare challenge him or her. Some don't mind you calling them by their first name and in our culture you know that

connotes disrespect. This way of interacting breaks the student-lecturer barrier and makes us feel we can go to them at any time. Even the founder; Dr. Awuah makes us call him Patrick. (Interview, June 14, 2011)

The final characteristic of the liberal arts philosophy evident at Ashesi is what most stakeholders referred to as the “Ashesi Culture,” which was expressed in their mission and vision statement, honor code and learning objectives (See Appendix 2). These shaped the general teaching and student attitude on campus and reflected extensively in the campus ethos. Overall stakeholders believed that these were vital components of internationalization espoused by Ashesi and made them comparable to any other internationalized institution worldwide with their liberal arts curriculum model.

*Ashesi faculty has very rich international experience*

Another component stakeholders perceived to characterize how internationalization was developing at Ashesi was the “rich” international experience and exposure of its core faculty. According to stakeholders, faculty draws on these international experiences when teaching to enhance and broaden student perspectives. Explaining this tendency, one business administration faculty member said:

Because I work in a multinational company I always bring to the classroom my international experiences from the countries I worked in. I do this in for instance in my strategic management class; I always bring speakers from industry that are international, like Coca-Cola, Unilever etc., to share their perspectives in the work they do. (Interviewed, June 6, 2011)

A look at the profile of the faculty I interviewed confirmed these assertions by

stakeholders and revealed that out of the eleven faculty and administrators interviewed, ten had had an international education, especially at the Masters' level (See Table 5), with the exception of the Human Resource Manager . It is important to note that the faculty members were chosen for this case study with no prior knowledge of their international academic background.

*Table 5: International experience of faculty and administrators interviewed*

<b>Position</b>	<b>Qualification</b>
Founder and President	<ul style="list-style-type: none"> <li>- MBA, UC Berkeley's Haas School of Business</li> <li>- Bachelor Degrees in Engineering and Economics, Swarthmore College</li> </ul>
Assistant Professor and Acting Head of Business Administration Department	<ul style="list-style-type: none"> <li>- PhD, Public Administration, Rutgers University, Newark, New Jersey</li> <li>- MSc, Public Service Management, DePaul University, Chicago, Illinois</li> <li>- MA, Social Sciences, University of Chicago, Chicago, Illinois</li> <li>- BA International Affairs, French &amp; Psychology, Florida State University, Tallahassee, Florida</li> </ul>
Lecturer and Acting Head of Arts & Sciences Department	<ul style="list-style-type: none"> <li>- MSc Decision Modeling &amp; Info. Systems, Brunel University, UK</li> <li>- MBA, Kwame Nkrumah University of Science &amp; Technology, Ghana</li> <li>- BSc Mechanical Engineering, Kwame Nkrumah University of Science &amp; Technology</li> </ul>
Computer Science Lecturer	- M.Sc., Electronic Science,

	Pune University, India
Computer Science Lecturer	<ul style="list-style-type: none"> <li>- M. Sc. Engineering, Computer Science and Engineering, University of Michigan, Ann Arbor, USA</li> <li>- B.A., Applied Mathematics, Lehigh University, USA</li> <li>- B. Sc., Computer Engineering, Lehigh University, USA</li> </ul>
Lecturer and Dean of Student and Community Affairs	<ul style="list-style-type: none"> <li>-Master's Degree in Public Policy and Administration with focus on Educational Policy, University of Massachusetts, Amherst</li> <li>- Bachelor of Arts Degree in International Relations, Mount Holyoke College</li> </ul>
Registrar and Lecturer	<ul style="list-style-type: none"> <li>-BS in Finance from Hampton University</li> <li>- MBA Duke University's Fuqua School of Business.</li> </ul>
Assistant Director of Career Services	<ul style="list-style-type: none"> <li>-Counseling and Assessment Certificate, CENGAGE Institute, Australia</li> <li>- BA Psychology, University of Ghana</li> </ul>
Assistant Registrar in charge of records	<ul style="list-style-type: none"> <li>-MPhil. Education, Norwegian Teacher Academy, Bergen-Norway</li> <li>- BA, University of Cape Coast, Cape Coast</li> <li>- Diploma in Education, University of Cape Coast</li> </ul>
Assistant Professor and Head of Computer Science Department	<ul style="list-style-type: none"> <li>-Ph.D., Electronics &amp; Electrical Engineering, University of Strathclyde, UK</li> <li>- B.Sc., Electrical &amp; Electronics Engineering, Kwame Nkrumah</li> </ul>

	University of Science & Technology
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Source: <http://www.ashesi.edu.gh/academics/faculty-profiles.html>

Additionally, twenty-two out of the total of thirty full-time and adjunct faculty have had some international experience, especially with their education. (See Table 6).

*Table 6: International Experience of Full-Time and Adjunct Faculty at the three departments*

<b>Department</b>	<b>FFWIE</b>	<b>AFWIE</b>	<b>Total # of Faculty</b>
Computer Science	5	0	<b>6</b>
Business Administration	4	2	<b>8</b>
Arts and Science	8	3	<b>16</b>
Total	17	5	<b>30</b>
<b>Total</b>	<b>22</b>		<b>30</b>

FFWIE: Full-time Faculty with International Experience

AFWNIE: Adjunct Faculty with International Experience

Most faculty also pointed out that Ashesi continuously granted them opportunities to collaborate with other institutions and faculty internationally. Explaining this, the Human Resource Manager mentioned that: “Ashesi expects its faculty to be internationally engaged, it is part of the Ashesi culture, so there is no reward for that but it is really encouraged. Ashesi also supports paid time –offs for faculty to engage internationally” (Interview, July 12, 2011). Time-off is a period during the academic year when, instead teaching in the classroom, faculty engages in research and other collaborative activities internationally. The president of the University also affirmed this statement, stating that Ashesi allocates funds to faculty to go for conferences every year.

Departments, however, give priority to faculty members whose papers have been accepted for presentation at the conference so they also contribute to the conference (President Awuah, June 25, 2011). A department head confirmed this in his remarks, indicating that all departments for instance have a budget for lecturers to access for attending international conferences which they are to look for themselves. With this evidence in the data and from the interview responses, it is clear that most Ashesi faculty have had a rich internationally experience as graduate students and opportunities to further sustain and develop these international experiences while at the University.

*We have some study and internship abroad programs for students*

Study and internship abroad programs were also identified by all stakeholders as internationalization components developing at Ashesi. Most stakeholders noted that these programs offered international exposure to students and prepared them for the international job market. A 2006 alumna who had interned with Park Hyatt Hotel Johannesburg in South Africa for ten weeks indicated that through her experience, she gained cross-cultural exposure by working with diverse people, which also exposed her to “the global job market” (Interview, July 25, 2011). Another student commented: “we have opportunities to intern outside Ghana at places like Goldman Sachs, Microsoft, Google and the rest, which is an important aspect of internationalization because it gives us exposure” (Student and former intern at Goldman Sachs June 14, 2011). Table 7 shows the study and work abroad programs currently active at Ashesi and the number of students who have benefited from these programs since its inception.

*Table 7: Study and Internship Abroad Programs at Ashesi*

<b>Institution/Organization</b>	<b>Type of Partnership</b>	<b>Benefit to Ashesi</b>
Carnegie Mellon University	Development research Internships	This was a collaborative research involving five Carnegie Mellon students and six Ashesi students
Microsoft India	Work Internships	Two Ashesi students interned at Microsoft India in 2006 and 2008
Goldman Sachs	Work internships	Twenty total (five are yet to leave for this year's internship)
General Electric	GE executive school Internships/graduate employment	Ten full time employment of Ashesi Alumni through the GE Executive Schools program
Google	Work internship Funder	Two Ashesi students interned at Google in 2011
Semester at Sea	Study Abroad (Outgoing)	One Ashesi student benefited from a fully paid scholarship to go on this program
Wilfred Laurier University	Study Abroad (Human rights course, not fully developed yet)	
Babson College	Study abroad (outgoing)	Three Ashesi students benefitted from a fully funded study abroad program at Babson College

Park Hyatt Hotel, Johannesburg South Africa	Work Internship	Three Ashesi students interned with the Hotel in 2007
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Source: Personal Communication, Office of International Programs, January-April 2012.

Even though most stakeholders were certainly aware of and recognized the benefits of the aforementioned opportunities for students, they were quick to express their concerns about the limited number of such opportunities, and felt that Ashesi should work toward finding more of such programs for its students. Admittedly, the acting head of the Career and Placement Center recognized this concern from stakeholders and said the main challenge, especially for the study abroad programs, had been getting affordable programs for Ashesi students. The registrar also confirmed this and said:

In recent years it's been challenging trying to establish a study abroad program with different universities; I think we just haven't been able to come up with a creative way to address this challenge. For example most of our students cannot afford the twenty and upward thousands of dollars required to do a study abroad in the U.S. and even if they could, I don't think Ashesi would want to be seen as offering such opportunities to only the elite who can afford it, so many of the conversations that I have with other administrators have looked at reciprocal exchange of students where money will not change hands. (Interview, June 24, 2012)

One interesting observation relating to internships abroad was a remark by the president of the university, stating how internship abroad programs were used by Ashesi to test their own standards to see whether they are matching up to other internationally

recognized institutions whose students also participate in some of these programs. He explained:

One of the reasons why we send our students for internships abroad is because it helps us to find a measure of what we've actually achieved in terms of standards we've set for ourselves, especially with our education. If for example a student from Ashesi goes and works with a high-tech or multinational business firm in the US or Europe or some international location, and performs equally well or even better than their counterparts who received a globally recognized education, then we know that our education is at that standard as well. (Interview, June 12, 2011)

Asking further about the connection between study abroad, internship abroad and “international standards,” the founder only responded by saying, “well, the sweetness of the pudding they say is in the eating right?” I interpreted this comment to mean that one cannot know the true results of one’s work until it is tested.

It is important to also note that comments from three multinational organizations who take on students from Ashesi were all positive: For instance, Ehizogie Binitie Director of Product Management and Marketing Research of Rancard Solutions said “Ashesi graduates in general have been excellent, often showing verve, character and a sense of maturity well beyond their years. I think their key asset is the fact that they have open minds and are as such very trainable” (Ashesi Career Bulletin). Remarking on her experience with Ashesi interns, Olivia Morley, responsible for graduate recruitment at Goldman Sachs, United Kingdom also said: “Ashesi students on our internship were all

superb candidates and are a credit to you and the teaching staff at Ashesi University. It was an absolute pleasure meeting them all and they really did you proud” (Ashesi Career Bulletin). The third of such comments was from Ayesha Bedwei, Tax Division, PricewaterhouseCoopers (PwC), Ghana, stating:

Student (name withheld for confidentiality) has a strong academic background and is focused. She has had local and international experience; and I believe her previous experience brings a wide range of skills to her role. I also believe the core values of Ashesi have shaped her general attitude to work and life. (Ashesi Career Bulletin).

The student in question in this final quote also interned at Park Hyatt, South Africa while at Ashesi, and she secured a job with PwC even before she graduated. Further probing from Ashesi’s website featuring their top employers suggested several instances where Ashesi students who go on these internships were employed by the companies hosting them because of their ability to excel on the job. While I recognize the limitation of not interviewing these employers directly to verify these claims, future research can include independent interviews with those organizations that have sponsored interns or hired Ashesi graduates.

*Ashesi admits some international students both for exchanges and full-time study*

Stakeholders also believed Ashesi’s internationalization to be developing based on the efforts being made to increase the number of international students on campus. Many stakeholders, particularly students, recognized the important dimension international students brought to the classroom. As one Ghanaian student put it:

In our Text and Meaning class for instance, we had groups made up of students from different countries including Gabon, Nigeria and Cameroon, and even though we were talking about the same thing, the lecturer made us discuss it from our individual cultural perspective so that also broadened our understanding.

(Interview from 1st Year Focus Group, June 14, 2011)

The international student population, at Ashesi however is only 8.5% of the entire student body. The majority of these students come from Nigeria, which is culturally similar to Ghana. Nevertheless, some students expressed that they “see no need” to mingle and get to know these international students beyond the classroom because they saw them to be just like them and, therefore, found nothing new to learn from them. In one focus group, a Ghanaian student put it this way: “The problem with Ashesi is that there are a many students from West Africa and that region has a lot in common so students don't feel they can learn anything new from each other” (Student interview June 15, 2012).

Similarly, another Ghanaian student commented that in his former high school at Akosombo International School, they had so much diversity in the student body that there was a conscious awareness of the diversity but at Ashesi there is not. He explained further: “I think the foreign students are so few that they are overwhelmed by the Ghanaian students and they constantly struggle to fit in. For instance in one of my classes, I have only one Nigerian student” (Interview, June 15, 2011).

Their Nigerian counterparts, however, thought differently, and saw studying in Ghana as gaining an international education. Most of the international students, contrary to the Ghanaian students' opinions, clearly recognized the experience they were gaining from being integrated into Ghanaian culture. In explaining her experience in Ghana, one international student from Nigeria said:

Our community service program in our Leadership Seminar class for example, exposes us as international students to the Ghanaian culture, and this really helps us integrate into the community. As a Nigerian in Ghana, I have learned a lot about the Ghanaian culture by studying here at Ashesi, and I have also dispelled some of the misconceptions people have about Nigeria when I get the opportunity. (International Student in Focus Group Interview, June 14, 2011)

Explaining the low number of international students admitted to Ashesi, the Registrar of the University explained that the University's main problem has been financial limitations on publicity. Traveling to other countries to advertise Ashesi takes considerable financial commitment, and the admissions office competes for funds from the central budget just like every other department. Another problem she pointed out was the problem that Ghana is surrounded by Francophone countries that may not find Ashesi as a good fit because of the difference in educational systems and the language barrier. The president of the university also added that Ashesi has started to actively consider how to increase admissions from outside Ghana by informing potential funders that Ashesi is looking to explain its financial aid program to include students from other countries. Until now, Ashesi's financial aid program has been rather restricted to

Ghanaians, making a few exceptions for students from Liberia and Sierra Leone because these countries are still recovering from decades of civil war and have many bright students who simply do not have good higher education opportunities.

The registrar, however, reiterated that Ashesi was working towards developing a “Pan-African” University and will focus on admitting students from the African continent while maintaining the same competitive standards as an internationally recognized institution. Patrick stated that he dreams of a time when people will walk to Ashesi and see the brightest and best from all over the continent, West, East, North, South and Central Africa at Ashesi, studying together.

I imagine a time when someone who graduated from Ashesi, who had a roommate from Kenya would have a network that reaches into Kenya, thus influencing their career; how they do business; what kind of cooperation’s they get into; how they access capital; and if they are in the public sector, how they speak with people when they are in African Union (AU) or Economic Community of West African States (ECOWAS) meetings. I therefore feel it is important that the student body reflects what Ashesi is trying to achieve and the staff should reflect that as well.

(Interview, June 12, 2011)

### **Additional components of internationalization at Ashesi**

In addition to the four major components of internationalization identified by all five stakeholder groups, there were specific issues raised by one or more of the groups. For example, students were particularly emphatic about the use of “international textbooks” and access to e-library resources that gave them access to thousands of

journals and educational resources which they used in their academic work. To them the availability of these resources signified that internationalization was taking place at Ashesi, as many of the other public universities in Ghana did not have some of these facilities. Students also mentioned the completion of the ultra-modern campus complex to be one of the climaxes of Ashesi's efforts to inculcate into its students the campus ethos and provide the ambiance needed for serious academic work. Having a permanent academic learning space, to them was important and constituted internationalization because for close to ten years, Ashesi operated from a rented residential unit that did not convey the appearance of an internationalized institution, which Ashesi achievements show that it was.

In sum, responses to the second research question indicated that stakeholders had an awareness of the internationalization initiatives currently underway at the University. Specifically, stakeholders listed Ashesi's liberal art curriculum, rich faculty international experience, study and internship abroad programs and the presence of international students on the campus as some of the main components of internationalization currently being pursued by the University. Additionally, stakeholders also mention the availability of adequate academic facilities and resources at Ashesi necessary as particularly significant in Ashesi's internationalization efforts because even though facilities textbooks, computers, teaching aids internet connectivity, liberal resources and appropriate physical infrastructure are all essential for academic work anywhere in the world, in Africa, it is exceedingly challenging and sometime almost impossible to get or access them.

### **Research Question 3**

The purpose of the third and final research question was to solicit recommendations from stakeholders on potential areas of growth to improve Ashesi's internationalization efforts. Overall, stakeholders believed Ashesi was on track towards developing vital internationalization programs. Stakeholders pointed out that like any new institution; it was just a matter of time before the programs become formidable as in any big international institution. Stakeholders also elaborated that Ashesi is barely ten years and must therefore focus on laying a good foundation, focusing on growing the niche it has carved for itself as the first and only liberal arts college in Ghana. In all, five themes emerged as potential areas of growth from the coded responses of the five stakeholder groups. These are:

1. Ashesi should develop and offer an international languages course in its curriculum.
2. The few international students should be better integrated into the University beyond the classroom to enhance effective cross-cultural interactions with the domestic students.
3. Ashesi should pursue more opportunities for its students to study and internship abroad.
4. The course majors currently being offered should be expanded and allow specialization especially in Business Administration Program.

5. Ashesi should participate in international educational fairs to enhance Ashesi's presence on the international market.

*Ashesi should develop and offer an international language in its curriculum*

Ghana is bordered by three French-speaking countries: Burkina Faso to the north; Togo to the east; and Ivory Coast to the west. This raised serious concerns by all stakeholders about why the teaching of French was absent in Ashesi's curriculum. Most stakeholders believed that for Ashesi to expand its international admissions and most importantly increase the competitiveness of its graduates outside Ghana, it was imperative for Ashesi to equip its students with the working language of these countries. Ninety-eight percent of all stakeholders suggested that Ashesi should seriously consider the inclusion of French in its curriculum, with the remaining two percent believing that Ashesi students would get a job whether they have a working knowledge of French or not. Explaining her experience on the job, a 2009 alumnus who works with an international organization operating in these Francophone countries said:

Ashesi gave me a solid academic training and so I don't struggle at all with the work I do, but communication and interactions at the work place when I'm not in Ghana was my major challenge. I eventually had to take up a French course on my own to break this barrier so I could take advantage of opportunities which would have otherwise been closed to me because I couldn't speak French. (2010 Alumnus Interview, July 25, 2011)

The quote above clearly underscores the challenge alumni face when they find themselves working in an environment where French is the working language. They

expressed feelings of being restricted and sometimes missing out on opportunities because of their lack of competency in the language. Most of them suggested that Ashesi should go into some kind of partnership with Alliance Française d'Accra (a French institute in Accra) to offer their students the opportunity to take French classes with them until Ashesi is ready to offer its own French courses. Two alumni's' statements echo what runs through all the stakeholders' suggestions about how important it was for Ashesi to consider equipping its student with a second language course:

Getting the language course into the curriculum is really important. We are surrounded by French speaking countries, so if you want to train students to be able to work beyond our borders, then that French second language in the course will be very crucial; it is that important. (2007 Alumnus interview, July 10, 2001)

In my situation for instance, even though PwC's work focuses on Anglophone West Africa and Ghana, there are times when language, particularly French, does become a factor depending on where you work. Especially since we are surrounded by francophone countries, French is a major asset that one needs in this industry. It opens up so many doors that might otherwise have remained closed. So I will say language is one thing that needs to be considered. (2006 Alumnus Interview, July 25, 2011)

Most faculty and other students were also emphatic about the need for Ashesi to start teaching French, often stating that to be the only major element lacking in the Ashesi curriculum. It is important to state that all of the alumni interviewees occupied

managerial positions in multinational organizations, with one alumnus being a regional risk manager for West Africa and Haiti in a micro-finance firm. In all of these cases, alumnus had gone ahead to take up a French course outside of Ashesi to make up for their perceived deficiency.

Responding to this, the registrar acknowledged the challenge of getting more applications from Francophone West Africa mainly because of the language barrier, but also because of their different educational system. She however re-iterated Ashesi's renewed commitment to going into these countries to sell the Ashesi brand to students. She was also quick to mention the need for strong structures to be put in place by Ashesi to make sure that the language needs of these Francophone students are met. She however said that discussions were taking place to come up with a strategy to achieve their target. Finally she intimated that it would be of mutual benefit to Ashesi and to the Francophone students recruited, because while Ashesi students could use the presence of these students to improve their French, the Francophone students would also have the opportunity to improve their English.

The assistant head of the career placement center also acknowledge this need and noted that many industries in corporate Ghana and beyond had also communicated the need for Ashesi to provide this added knowledge because that is the area most of their competitors used to gain advantage over Ashesi students. She, however, explained that it required a strategy, and it was important to get the foundation right so students would gain "proper and complete skills" and knowledge in the language so as to be "fluent" in the language and its use.

*The few international students should be better integrated into the University beyond the classroom to enhance effective cross-cultural interactions with the domestic students*

Another area of concern that came up was the feeling of disengagement of domestic students with the few international students on campus. The student interviewees expressed that Ashesi does not take any conscious steps to integrate international students properly into the Ashesi community beyond the classroom. In the classroom, students explained that they worked with them in groups and did projects together, but that was where interaction ended. One student commented: “Bringing together international students without them interacting does not constitute internationalization. That is what happens at Ashesi; we have these “white” students come and they do not interact with the domestic students outside of the classroom” (2<sup>nd</sup> Year Focus Group, June 14, 2011).

There was a divide among students on whose responsibility it was to initiate these interactions between domestic and international students, specifically in this case, as they put it, with “white” students, meaning students from Europe or the United States. While some felt Ashesi does its part by letting them take classes together with the domestic students and putting them in the same dorms, others felt merely putting them together without putting in place programs that would foster interactions was not “good enough” two comments made by students for instance expressed this view:

Ashesi tries every now and then to organize international shows to achieve further interaction. First of all they put us together in the class and in the hostels and if

there is no interaction in these forums, I don't know what else the school can do to get people to interact; besides that should not be Ashesi's responsibility.

(Interview 1<sup>st</sup> Year Focus Group, June 25, 2011)

Another student was quick in responding by pointing out: "In some ways I think it is Ashesi's responsibility because if you are trying to get internationalized, then one has to put measures in place to promote cross-cultural interaction of its students beyond the classroom and hostels" (Interview 1<sup>st</sup> Year Focus Group, June 25, 2011).

Despite the divide between students on whose responsibility it should be to initiate these interactions, most students believed that much more could be learned from the international students if there were more avenues for engagement, especially when it comes to interactions that can encourage cross-cultural learning. A student explained this using his own experience with some international students:

There should be opportunities for more intercultural activities for all students and not only when students take classes together. There should be more informal forums to interact more with international students. I made more friends from the Council for International Educational Exchange (CIEE) group with whom I had shared interest on the soccer pitch and not in the classroom so there should be more of these kinds of informal interactions. I've noticed that it is easier to interact with the African students than with the American and European students. They seem to live their lives separate from us. For instance we hardly mingle with the CIEE students unlike the way we mingle with say the Nigerian students.

(Interview 3<sup>rd</sup> Year Focus Group, June 25, 2011)

This student's experience on the football field together with many of such experiences indicated a clear desire by domestic students for more interaction with non-African international students on campus. Students therefore emphasized the need for Ashesi to take the lead in ensuring that this interaction took place for their mutual benefit, by engaging them in program that focused on more and frequent interactions. Unfortunately, since these interviews were conducted during the school break, most of the non-African exchange students being referred to had returned to their home countries and could not be part of the focus group discussions. Future research could examine their perceptions and recommendations as well.

*Ashesi should pursue more opportunities for its students to study and internship abroad*

Study and internship abroad opportunities were another potential area of growth mentioned by most stakeholders. Though these programs were no doubt beneficial to the students who got the opportunity to participate in them, there were few such opportunities for students and, as such, they were very competitive. Some students expressed disappointment that there were not many of these opportunities available and felt Ashesi needed to create more of such opportunities for its students to expose them to the international community and help them gain some cultural exposure beyond their home country which was predominantly Ghana. Commenting on the lack of opportunities, one student explained his expectation of the opportunity to study abroad when he was applying to Ashesi:

I almost feel tricked, I thought the study abroad opportunities advertised on Ashesi's website was for all students, but it seems to be for only international

students who want to come and study at Ashesi, there is no discussion about opportunities for domestic students and they always say it's so expensive we cannot afford it but they don't even know because there is no discussion about it. (4<sup>th</sup> Year Focus Group Interview, June 14, 2011)

It is important to mention though that there has been a lot of development in the area of study abroad after the interview was conducted with the setting up of an office of international programs and a study abroad coordinator. There have been several efforts to increase opportunities for students to study abroad beginning with a survey that was conducted to seek areas of interest of students and generally to engage them in the discussion about potential opportunities and how to access them through the Office of International Programs.

Some students, however, felt internationalization should first begin within Ghana so they can have something to share when they go out into the international community. This is because they believed there was much about Ghana that is not known to domestic students and the Ashesi education does not help much because it has "Americanized" everything they did. Elaborating on this, one student commented: "I feel it's good to venture out there, out of our comfort zone, but I also believe it is important to know ourselves first so we can also share with others when we go out there" (2<sup>nd</sup> Year Focus Group interview, June 15, 2011). Another student from the third year focus group discussion also reiterated this: "We should practice internationalization from within; we should know ourselves first before we travel abroad" (3<sup>rd</sup> Year Focus Group interview, June 15, 2011).

While students' suggestions seemed to be geared towards study and internships abroad, most Ashesi faculty interviewed expressed the need for more efforts to be made to increase the number of Fulbright faculty who visit and teach at Ashesi yearly. This, they believe, will benefit both the students and the faculty who would be able to collaborate and learn from these visiting faculty members. One computer science faculty member commented:

Ashesi should work towards bringing in more visiting faculty from other countries, more internship and exchange programs for students. But it's expensive for our students, so one way is to bring some of this faculty down instead of sending our students to them. (Interview, June 21, 2011)

Generally, all stakeholders were extremely supportive that study and work abroad opportunities should be an area of improvement to offer students more exposure to the international community into which they are trying to integrate them. Stakeholders explained that Ashesi must explore several options to see which one works best and is affordable to students. Summing it up, one student said:

I feel secure in my country and don't think I want to expose myself to all those uncertainties. But I think these opportunities are very important to enhance internationalization because I don't think Patrick would have fulfilled the Ashesi dream if he had not studied abroad. Ghana's first president Dr. Kwame Nkrumah, and former United Nations Secretary General Kofi Anan and most of our leaders in Ghana and Africa were also greatly impacted by their international education. (1<sup>st</sup> Year Focus Group interview, June 25, 2011)

*The course majors currently being offered should be expanded and allow specialization especially in Business Administration Program*

“The “new system” (Liberal arts curriculum), though it broadens our perspective on what we learn, makes us Jack of all trades and master at none and this sometimes hurts our competitiveness with our other colleagues from other institutions who specialize” (2007 Alumnus interview, July 11, 2011). As explained earlier, many Ashesi students believed the liberal arts model of education gave them a shallow understanding of so many concepts without firmly grounding them in any of them. Many students conveyed that though they like the concept of having a broad understanding in a course, they would want to at the end of the day specialize in one area in their major. This was particularly the view of students in the Business Administration Program. Most of them voiced their desire to specialize in marketing, Finance, Accounting; Human Resource Management or Banking. In giving her recommendation one alumnus said:

Specialization is very important because when you do a general business degree, you end up knowing a lot about a lot of things, but you might not have enough in-depth knowledge about certain things; which is the idea behind it because it gives you the ability to try everything and decide what you really want. It however has its disadvantages. Students who graduated from the U.G.B.S (University of Ghana Business School), know so much more in specific majors because they specialized and have done it for a longer period, and have more in-depth knowledge in the area. So even though I knew all the basic principles that they knew, I had to do further learning to catch up. (Interview 2006 Alumni, July 29, 2011)

In addition to allowing students to specialize in a specific subject area, stakeholders also recommended that Ashesi should consider expanding its majors beyond the three main areas to include other programs in the social sciences in order to attract more students especially from the international community and give students more options to choose from.

*Ashesi should participate in international education fairs to enhance its visibility on the international market*

The final common recommendation made by stakeholders was for Ashesi to increase its marketing strategy in the international community to sell its brand to prospective students beyond Ghana. Both faculty and students believed a more vigorous advertising and marketing strategy should be pursued by Ashesi in the international community. One Business Administration faculty explained:

With a graduate employment placement rate of ninety-eight percent within four months of graduating in 2010 with 95 percent choosing to stay in Africa, Ashesi certainly is doing something right, and the story must be told and known to many beyond Ghana. (Interview, July 15, 2011)

Many other stakeholders agreed that Ashesi's model of training a generation of ethical and entrepreneurial leaders was yielding positive results and can be used to attract more students especially beyond West Africa who may want to study abroad but cannot afford to go to Europe or the United States. To them, Ashesi could offer the same quality of education but for a cheaper fee compared to what students would pay in western

countries. Many stakeholders believe the Ashesi 'brand' is one of the best in Africa and must be advertised in international and other educational forums to increase its visibility:

There should be more advertisement of the school beyond Ghana if it wants an international presence and wants to be part of the international community. It is also important for Ashesi to pursue a more structured and focused internationalization agenda but everyone should be involved, admissions, academics, career services and all. There should be a timeline and budget allocated. Resources should be available, with a clear objective to guide them. (2006 Alumni interview, June 25, 2011)

The quote above indicated that there was no internationalization agenda set by Ashesi and hence no clear goals or strategy existed to pursue a more structured internationalization plan. Ashesi's internationalization activities are scattered across the various departments and programs with no one bearing direct responsibility to coordinate the pockets of internationalization programs evolving at the University. This, however, was set to change, commented the Human Resource Manager:

We are working towards hiring a study abroad coordinator, the position is advertised in today's newspapers we are looking for someone who can coordinate all of these activities, secondly, we are really focusing on recruiting good qualified internationally trained Ghanaians who are willing to resettle back in Ghana this is also to encourage these young group of talented academics to come back home and sometimes when necessary we sort after them. (Interview, July 12, 2011).

These recommendations suggest that even though the stakeholders recognized Ashesi's efforts to internationalize, they believed more attention should be focused in the area of getting a foreign language course into the curriculum, preferably French to increase Ashesi's graduates' employability in the West-Africa region, particularly because Ghana is bordered by three francophone countries. Stakeholders also recommended that Ashesi should expand its program offering to make the University more attractive to potential student applicants especially international students who may want to pursue programs other than the three concentration areas currently offered by Ashesi. Lastly, stakeholders recommended that Ashesi focus its efforts on increasing its international partnerships that will offer more study and internship abroad opportunities for domestic students. Stakeholders suggested that Ashesi could do this by increasing its visibility on the international educational community through participation in international educational gathering such as educational fairs and also expanding its advertisement and marketing efforts beyond Ghana.

### **Conclusion**

The analysis of the data that emerged from the inductive interviews and deductive document analysis indicates that the five stakeholder groups identified in this case study have clearly understood and were aware of the concept of internationalization, and how it is evolving at Ashesi University as it related to them. The findings also suggests that even though Ashesi does not have a clear internationalization strategy or plan, the phenomenon is inter-twined into the everyday systems, culture and processes of various departments and units of the University. Finally, the findings also present

recommendations by stakeholders in clearly identified areas of potential growth that can be given attention to improve the process. The final chapter will provide a summary and discussion of the major findings and the implications thereof to Ashesi, the field of international education particularly in Africa and recommendations further recommendations to Ashesi and future research.

## CHAPTER 5: CONCLUSION AND IMPLICATIONS

The preceding chapter presented the findings related to the research questions and the stakeholder analysis of the internationalization process at Ashesi University College. This final chapter provides a summary of the major findings as well as a discussion of their implications and importance. The chapter contains the following: synthesis of significant findings; implications and recommendations; scholarly contributions of this work to the field of internationalization, with a particular focus on Africa; the limitations of the research; and the conclusion of this case study.

### **Synthesis of significant findings**

Before synthesizing the key findings, it is first necessary to review the initial questions addressed through this research: 1) What are the perceptions of internationalization at Ashesi University College are held by the faculty, administration, leadership, students, and alumni? 2) What internationalization components currently exist at Ashesi? and 3) What do various stakeholders suggest in order to improve internationalization at Ashesi?

For academic institutions seeking to integrate an international dimension into their systems and culture, Knight's (1994) internationalization cycle suggests an awareness of the need, purpose, and benefits of internationalization for the stakeholders involved. In this study, stakeholders demonstrated various understandings of internationalization and how it affects them in their unique context. In general, they associated internationalization with training students to gain the needed competencies to address issues of diversity; gain the necessary competencies specifically needed to "fit in" the

global work force; and operate within a set of global standards. Internationalization was also associated with the infusion of an international perspective into the teaching, learning and everyday interactions on the Ashesi campus.

Although Ashesi, as an institution, currently does not have a clear internationalization plan or strategy, the findings suggest that the process of internationalization, though not coordinated or implemented intentionally, is taking place in multiple facets of Ashesi's everyday operations. The findings also suggest that stakeholders identified specific programs and activities currently being pursued by Ashesi and classified them as components of internationalization in their own context. Some of the components were similar to those included in the extant literature on internationalization, such as Harari's (1989) "spokes of the wheel," which include: study abroad programs, an internationalized curriculum, and admitting international students.

However, stakeholders also identified components not discussed in the literature and that are unique to their context. These included employing faculty who have a "rich" portfolio of international experience and training; providing basic infrastructure such as adequate and appropriate physical buildings, digital libraries, computers and textbooks which otherwise would not have been available to allow students the opportunity to participate fully in the global knowledge community; and adopting a four-year liberal arts curriculum which allows students to take core curriculum taking classes from different departments in the humanities, social sciences, etc. The expressed goal of these activities was to expose students to a wide variety of options before they finally specialize, as opposed to the prevailing system in other Ghanaian universities, where students are

engaged in one department, remain in that department, and take almost all their courses from that department.

These findings suggest that the internationalization literature has not adequately represented the perspectives of stakeholders in developing countries where some of the facilities needed for adequate running of a higher education institution are absent. The significance of these findings for the scholarly literature on internationalization will be addressed in greater detail below. The following section, however, addresses the implications and recommendations coming out of this research for Ashesi University and other universities in sub-Saharan Africa that are also being encouraged to internalize their campuses.

### **Implications and recommendations**

This study offers useful insights into the expectations of various stakeholders involved in the internationalization process at Ashesi. The findings from this study have several implications for universities seeking to internationalize. These include the following: 1) formulate a clear internationalization plan or strategy to be pursued; 2) Establish a coordinating unit, with international education professionals to implement the university's internationalization agenda; 3) emphasize the intercultural components in the curriculum, expand academic programs and initiate a French Language course in Ashesi's curriculum; and 4) initiate more programs to foster cross-cultural learning and interaction between students beyond the classroom.

**Formulate a clear internationalization plan to be pursued**

The university leadership, administrators and faculty at Ashesi indicated that internationalization is part of their everyday job requirement and is “expected” even though not explicitly stated in any documentation. For instance, when asked if there were any rewards for faculty who pursued an international education agenda in their teaching, the acting Dean of Academic Affairs responded: “This requirement is not documented, but everyone is aware of this standard and you just can’t afford not to be a part of it. It’s the Ashesi culture and the students monitor and openly give feedback” (Interview, June 27, 2012). Similarly, the Human Resource Manager commented in his interview: “Internationalization at Ashesi is the expectation so there is no special reward for faculty and staff who engage in such international activities” (Interview, June 12, 2011).

Although reaching the point where internationalization becomes part of the day-to-day activities of the university system is “the ideal” and actually the targeted end of many institutions that are pursuing an aggressive internationalization agenda, it is important that a clear direction in the form of an explicit written commitment to internationalization is set by Ashesi. This plan will capture the vision, goals, implementation plans, allocated resources, and timelines to guide the process as suggested by Childress (2009). Currently, with no formal internationalization plan, it is very likely that internationalization will continue in the ad-hoc manner in which it is evolving now. This will not allow for the attainment of the maximum benefits and growth that would otherwise have been gained from pursuing a more structured and guided internationalization plan. Establishing an internationalization plan will clearly

communicate Ashesi's internationalization to its current and prospective stakeholders and consequently provide a basis with which to measure progress. For these reasons, it is important that Ashesi and any institution in Africa seeking a more structured approach to internationalize set up clear internationalization plans to guide the process.

**Establish a coordinating unit, with international education professionals to implement the university's internationalization agenda**

At the beginning of data collection, Ashesi did not have an office or persons charged with the responsibility of coordinating the international programs and activities of the university. As expressed in the preceding paragraphs, the internationalization aspects of the day-to day responsibilities of the individual units of the university was executed by the various personnel who had more primary duties. For example, the Admissions Office was responsible for the advertising and recruitment of both local and international students; the Dean of Student and Community Services was responsible for all student related activities collectively; study and internships abroad were coordinated by the career services unit; and individual study abroad programs had their own non-university staff on-location at Ashesi who coordinated the activities of their students.

Having responsibilities and activities scattered in this manner makes it difficult to enforce and implement any specific plans to achieve set goals. Moreover, internationalization programs competed for funding, personnel and other resources with the core functions of the departments and units involved. The president of the university corroborated these findings when he made the following statement:

We commit funds to the whole, so if you look at our curriculum for instance, it has international content; we use international textbooks and commit funds to the whole curriculum. There is no particular internationalization program that gets separate funding. But in the future we hope to put more structure into doing that. We are for the first time going to invest money in hiring a study abroad coordinator who will be specifically responsible for recruiting students from overseas (Interview, June 24<sup>th</sup> 2011).

The absence of qualified international education professionals charged with the responsibility of implementing the university's internationalization agenda also meant that university personnel who were given internationalization-related responsibilities did not have the formal training and expertise that persons involved in internationalization should have so that they are aware of the recommended standards in the field. What is typical in many universities in Africa, with Ashesi no exception, is to charge a faculty who has some international exposure and sometimes speaks several languages to take charge of leading the international education agenda of the institution in addition to their main responsibilities such as active teaching and advising. While this is not a totally unacceptable approach and may sometimes be the only available option, it is important to realize that the field of international education has evolved tremendously, and it requires trained professionals equipped with the technical know-how to better understand the discourse in the field and to guide and lead the process.

Setting up a unit and hiring qualified personnel to manage internationalization may require additional financing. This is often a challenge for universities, particularly

in developing countries, hence their current informal approach as discussed above. However, it is important that institutions seeking a more structured internationalization agenda, as is the case at Ashesi, centralize their internationalization activities and ensure that they are led by qualified and experienced international education professionals. They can then work with the various units involved (admissions, faculty, students, leadership and administrators) to implement their internationalization plan and engage in the critical work necessary to internationalize the university; to attract, serve, and retain international students and scholars from around the world; and engage domestic students in various activities that will foster their interactions with international students to develop their cross-cultural skills.

As previously mentioned, the Human Resource Manager of Ashesi had indicated during an interview that Ashesi was undertaking a search for a study abroad coordinator because they had recognized the importance coordinating their study abroad activities and managing their other international programs. An individual has since been hired, and an Office of International Programs has been established. This definitely is a step in the right direction, but Ashesi should be cautious not to make the same mistake many institutions often make by focusing its international programs only on mobility programs, such as study and internship abroad, which often characterize traditional international education (Bhandari & Blumenthal, 2011; Kehm & Teichler, 2007, Knight, 2008). The problem with this approach is that it focuses on only a small percentage of the student population who can afford the cost of studying abroad. Nilsson, for example, shows that less than 10% in the European Union (Wächter, 2000), and in the case of Ashesi, 7.7% of

the total students' population have interned or studied abroad. International education is a complex and multifaceted process involving many activities, programs, and agendas. Inasmuch as any institution wants to approach it with its unique context in mind, a holistic approach backed by a sound philosophy is always the best. In the unique context of Ashesi with their limited study and internship abroad programs and with domestic students seeking greater cross-cultural interaction with international students who come to Ashesi, a viable option to consider may be the Internationalization at Home approaches to internationalization in addition to the mobility programs currently being pursued by the University. A conscious effort to pursue the I at H approach to internationalization will not only offer opportunities for the majority of domestic students who may that have the opportunity to travel abroad but also ensure proper integration of international students who chose to study at Ashesi in their new host institution while studying abroad.

**Emphasize the intercultural components in the curriculum, expand academic programs and initiate a French language course in Ashesi's curriculum**

The curriculum constitutes the heart and the core facet of the internationalization discourse due to its potential to effect the most change in the training of students and enhance their employability upon graduating from school. Furthermore, the curriculum is the primary focus of most, if not every, university as it is the basic unit for transforming in students. Through the teaching and learning process carried out via the written and the unwritten curriculum, students are equipped with the required technical and social skills that make them competitive in today's job market. Infusing an international dimension into the curriculum thus shapes the thinking and overall perspective of students, giving

them a broader view on issues and exposing them to the diversity that surrounds them right from the classroom.

As the findings of this research demonstrates, Ashesi approaches internationalizing its curriculum through the infusion of various international components into the teaching process. Examples include using international textbooks, involving international visiting faculty and students in discussions, inviting international guest speakers and using the international experience and exposure of its faculty, and offering international collaborative courses (example is the Africa in the International Setting course where there is a real class time set up with student from Swarthmore College through Skype and other video interactive mediums. A full course structure and description is available in Appendix 3). What is missing is the intercultural education learning component, which goes beyond imparting the technical skills to be achieved in the specific courses to students, and is related to being able to appreciate and understand people from other cultures and their daily interactions.

At present, Ashesi offers a few courses like Negotiation and Leadership, which have such an intercultural component. Internationalization of the curriculum, however, must be viewed holistically, so that in addition to the international component, there will be a conscious effort to also include, as proposed by Mestenhauser (1998), an intercultural perspective on what is taught that will encourage the cultivation of intellectual, professional and personal association with people from other cultures. Indeed, many alumni in their interviews had expressed the lack of the intercultural perspective in Ashesi's current curriculum as a major challenge they faced on the job and

not necessarily the technical skills needed to do the job. The following quote from one alumnus describes her experience on the job:

Something I had to really learn and struggled with was how to be politically tactful to get what I wanted working with people from other cultures on the job. We were a bit naive coming from Ashesi where we thought that everybody thinks the way we do and will be equally excited and have the same ethics as we do. Knowing how to be culturally tactful in a diplomatic manner without compromising your own ethics was something I had to learn on the job. That was one thing I did not have when I started work and I am till date still learning. Ashesi teaches us to call a spade a spade, but I realize that in our cultural environment there were so many ways you can call the spade and still get what you want without offending or creating unnecessary tensions (Interview, July 9, 2011).

Another constraint in Ashesi's curriculum is the limited set of course offerings. This eliminates a large number of potential students, both domestic and international, who would otherwise have considered an Ashesi education. This limited academic program offering was strongly expressed by many stakeholders as being highly restrictive, even for current students as they feel Ashesi approaches its program offering from the "restaurant" approach where students are forced to choose from a limiting options on the menu. For any institution hoping to pursue an internationalization agenda, it is important to increase what is served on the menu to attract more international students. Currently, Ashesi offers courses in only three academic disciplines with no

specialization but a general learning in those majors. Apart from limiting its international student reach, most alumni expressed that this generalization in the few program areas did not offer them the in-depth knowledge obtained by their competitors from other universities.

Finally, the absence of a second language course offering and, in the particular case of Ashesi, the teaching of French, is a major concern, especially because of the disadvantage it poses for its graduates in the job market. This problem was explained by an alumnus:

One thing lacking at the Ashesi curriculum is the absence of foreign language training. Foreign language skills are crucial, especially in my case where General Electric (the company she was working for) covers regions made up of Francophone countries. I find myself handicapped in that respect. When it comes to language skills at Ashesi, you are on your own! (Interview, July 9, 2011).

Similar sentiments were expressed by almost every stakeholder interviewed, indicating the clear need and urgency for Ashesi to consider the introduction of a language, particularly the French language, into its curriculum. This will enhance the employability of Ashesi graduates on the continent beginning with countries bordering Ghana, all of which are Francophone countries. The introduction of French will also increase Ashesi's admission reach on the continent beyond Anglophone West Africa. Language learning as encouraged in the internationalization discourse should, however, not just fulfill another credit requirement per se, but it must ensure the achievement of measurable proficiency in the language that affords students a working knowledge of the

language and the ability for effective communication with the people and culture of the language.

**Initiate more programs to foster cross-cultural learning and interaction between students beyond the classroom**

Throughout discussions with domestic students during the interview process, there was a constant expressing of the feeling of alienation on the part of domestic students from their international student counterparts outside of the classroom. Students expressed extensive interactions with international students in doing class work through group discussions and faculty's conscious efforts to draw on their different cultural perspective on issues discussed in class.

According to the domestic students, most of such interactions ended in the classroom. The students expressed an overwhelming desire to interact with these international students beyond the classroom but felt there was no avenue to bring them together. A few daring ones indicated going ahead to approach their international counterparts, but the majority of domestic students waited and hoped their international student colleagues would initiate the first move. This, unfortunately rarely happened because just like the domestic students, the international students were also waiting to be approached by their Ghanaian counterparts. Many of the students expressed that it was as if there were two communities on campus: that of the majority Ghanaian students and the minority international students, many of whom are from Nigeria. The findings exhibited several quotes from students that drive home this feeling and the fact that there are virtually no programs initiated by Ashesi to facilitate these connections. The few

activities that exist are initiated by the international students themselves and are often once-a-year events.

Jon (2009) categorizes students in higher education into incoming international students, outgoing study abroad students, and domestic students. Most internationalization efforts have focused on the first two categories of students and efforts to get them integrated on campuses, with very little work done on how to effectively involve the third group of students who, ironically, form the majority of the student population we aim to internationalize. This has been the basis of the recent tilt of attention to the discourse on Internationalization at Home (I a H), which challenges internationalization to adopt a more comprehensive approach by involving all three categories of students in cultural learning by integrating international students and international faculty appropriately on the host campuses to ensure effective interactions with their domestic counterparts. I a H also advocates that institutions engage with local domestic and international communities in the location of the institutions to foster cross-cultural learning.

With Ashesi's strategic move to their new location, which integrates them into a rural community and with their community service academic requirement, it looks like Ashesi is well on its way to achieving the later approach to IaH. What is, however, missing is finding and initiating cultural learning programs to encourage, facilitate, and bridge the apparent gap of dialogue between domestic and international students. Many institutions have approached this challenge in different ways. The University of Minnesota, for example, has a student engagement unit within their international student

and scholar services unit which works solely with international and domestic students to facilitate such interactions in programs as bi-weekly Cross-Cultural Discussion Group meetings, bi-weekly Small World Coffee Hour, the International Student Buddy Program, and the International Student Ambassador Program, all of which facilitates meaningful interaction of domestic and international students beyond the classroom and on a regular bases (Appendix C gives detailed descriptions of each of the programs mentioned). In addition, the University has the Students Crossing Borders dormitory, which is an international dormitory mainly set up to foster intercultural learning through cross-cultural daily interactions of members in the international dorm who are both domestic American students and international students from all over the world. The University of Ghana also has a similar housing model aimed to achieve the same purpose.

These are very useful models and examples of ways to fostering interaction between domestic and international students that Ashesi and institutions on the continent who want to achieve this can learn from. In the case of African institutions, in particular, this is crucial given that a very small number of students have the financial means to engage in the traditional study abroad and other student mobility programs. Institutions must make maximum use of the presence of the international student body and faculty on campus to give its majority domestic students the cultural learning experience they may never find in the classroom. As one domestic student put it:

There should be more intercultural activities for all students and not limited to when students take the specific courses. There should be more informal forums to interact more with international students. I made more friends from the Council

for International Educational Exchange group with whom I had a shared interest with on the soccer pitch and not in the classroom so there should be more of these informal interactions (Interview June 25,2011).

To offer a fully global perspective of learning to both domestic and international students, Ashesi and any institution seeking to integrate its students from different backgrounds must take into account the outside-the-classroom and student engagement experiences the students encounter on-site if they travel abroad (as international students) as well as their experiences on their home campus. The general campus ethos of Ashesi must exhibit and clearly communicate its commitment to internationalization to all stakeholders including domestic and international students alike. This should involve various activities on campus that reflect the institution's internationalization focus and direction. An example of this lack of clear communication was expressed by one student concerning the issue of study abroad opportunities available to domestic students. He said: "I almost feel tricked because studying abroad was one of my main attractions to Ashesi but it's not even discussed" (Interview June 14, 2011).

Communicating Ashesi's commitment to an internationalization agenda could be done in simple things like Ashesi flying the flags of the various countries representing its international students, celebrating those countries in very unique ways, and generally making the campus ethos welcoming and encouraging interaction and dialoguing with both domestic and international students. The first thing that should be evident in any institution professing an internationalization agenda should be its "visible obvious communications" to the world. Having such an ambiance exhibited in the campus ethos

has an overwhelming effect of making students, especially international students who are miles away from home; feel welcome in the environment where they spend the majority of their time during their college life. Once this is achieved, students can focus on succeeding academically with minimal cultural and social stress that can disrupt academic progress as international students. As Ashesi focuses on a more structured approach towards developing its international programs, it will be important to pay attention to the recommendations from this case study, particularly those emanating from its stakeholders describing their expectations, as they are the main people who affect and are affected by the process. The recommendations can serve as a guiding tool to be adopted and implemented.

### **Contributions**

The existing literature on internationalization has been developed largely based on universities from countries with more developed institutions of higher education. Thus, there is a distinct bias in the theoretical frameworks toward conceptualizations of internationalization emanating from universities with vastly different institutional realities and practitioners who may not be familiar with the African context. This study, therefore, provides insights into what internationalization means from the perspective of stakeholders of an African institution of higher learning, and it provides a contrast to the literature which has, over the years, focused on how internationalization is viewed by stakeholders in institution situated in developed countries.

This study has revealed, for instance, that there are different ways of promoting a university's status as an international liberal arts institution. In a developed country like

the United States, an institution would proudly showcase how internationalized they are by the high number of students they are sending on study abroad programs, government funding they are receiving to send even more students abroad, and the high number of international students they receive each semester; in contrast, a liberal arts institution in a developing country would likely pride itself as being internationalized because they have the necessary physical infrastructure and basic facilities, such as international textbooks, internet facilities, and access to academic publications through digital libraries that allow its students to connect with the world beyond its borders. Both institutions apply internationalization in their unique context of what is relevant, possible, and most importantly, needed in their individual situations. Basic academic facilities which are crucial in every academic setting but are most of the time not available often limited/in poor condition in many African institutions due to lack of state funding and the increase in the number of students demanding education at the post-secondary level. As one faculty member put it:

Ashesi is well resourced in terms of textbooks, and having access to computers and the internet which is not the case in other institutions in some developing countries. We also have unlimited access to journal publications, which makes our work easier. Because I can have all the good intentions as a faculty but if the student does not have these tools to learn with it is pointless! (Interview June 10<sup>th</sup> 2011).

Another major realization that this study brings to the fore is the assumption that governments all over the world are involved in the internationalization discussion in all

contexts, and that governments view internationalization as a means of developing their national human resources. This is often the case in developed countries, and indeed there have been several studies that showcase various governments' initiatives to support institution that endeavor to internationalize and give its students an international exposure. The Fulbright Program in the U. S and the Erasmus Mundus Program in Europe are examples of such government financially supported programs to encourage international education to give international and intercultural exposures to its students. This is, however, not the case in most developing countries especially in Africa. With the exception of full sponsorships programs like the Ford Foundation International Fellowship program, the Hubert Humphrey Program and the bilateral nature of the Fulbright and Erasmus programs which supports the sponsorship of African scholars abroad individual African governments do not have adequate funding to support such internationalization efforts because of the cost involved. Some institutions who decide to adopt some of these internationalization approaches also sometimes face resistance from the very government institutions who are supposed to encourage and facilitate the process. This only goes to reiterate the adoption of the I a H approach to internationalize as the best option not only for Ashesi but also to other African institutions.

The Secretary General of the Association of African Universities provided insights into this situation confronting many African universities. In an interview, he explained how internationalization is developing broadly in institutions on the continent and the barriers that are slowing down the process. He explained that there is generally a lack of commitment on the part of African governments to efforts to internationalize and

harmonize higher education on the continent. He further explained that even though the Arusha Convention was instituted way back in December 1981, only twenty-one out of the fifty four countries in Africa have ratified the convention to implement the resolutions to internationalize and harmonize higher education on the continent (Interview, July 25th 2011). In addition, he gave a picture of how internationalization is being embraced on the continent and said:

Internationalization of higher education in Africa means three things: 1) Send your child to the nearest African country where your money can buy good education because you can't afford to take him/her to U.S. or Europe. 2) Send your child to the nearest country where there is no disruption in the academic calendar of the university because faculty or students are on strike for better pay or provision of academic facilities. And 3) send your child to the best university on the continent e.g. Ibadan in Nigeria, Legon in Ghana, Makerere in Uganda or University of Cape Town in South Africa. (Interview, July 25, 2011)

The African perspective of internationalization through this case study and insights shared by the Secretary General of the Association of African Universities helps to give important insights to how internationalization is developing on the continent which fills a missing gap in the literature on how internationalization is developing in African institutions of higher learning.

On the other hand, many universities in Africa are not liberal arts colleges like Ashesi and have longer-standing internationalization efforts that have been accepted by government officials. Hence, some of the findings from this study may be unique to

Ashesi or specific to universities that are trying different approaches to higher education. However, the concepts and purpose of internationalization can be applied to any institutions, whether public or private and with or without a liberal arts focus.

### **Avenues for future research**

Additional research is necessary in several areas to build upon the findings from this case study. First, it would be important to compare the nature and extent of how the process of internationalization is developing in other public universities in Ghana and other African countries that are not pursuing a liberal arts model. This will provide a basis for comparison to see what can be learned and improved from both forms of institutional structures. Secondly, now that Ashesi has an Office of International Programs with an appointed coordinator and staff, it would be interesting to know if this brings any improvement to their internationalization efforts, especially if the university decides to implement some of the recommendations from this case study. Third, given the multifaceted nature and components of internationalization, it would be interesting to know what motivates institutions, especially in Africa and other developing countries, to choose and pursue a particular component as their internationalization focus and the rationale behind their choice and expected outcomes. Fourthly, it will be interesting to further find out how the 21 countries which ratified the Arusha Convention are implementing the internationalization component in the convention. Finally, since the broad concept of internationalization has the potential to include a specific focus on the internationalization of university administrative staff and cross-cultural training for both faculty and administrators, it would be useful to tease out the extent to which

internationalization is connected and can be developed with these specific group of people.

### **Conclusion**

The aim of this study was to analyze stakeholder interpretations of the concept of internationalization at Ashesi University College, a private liberal arts college in Ghana. The research also sought to understand how the concept of internationalization was evolving at Ashesi and to paint a vivid picture of how internationalization is occurring in a region which has seen little research work done on how the phenomenon is affecting their unique situation as an African institution. Ashesi and other institutions of higher education in Africa are experiencing new pressures from stakeholders to internationalize their campuses. This study highlighted some of the challenges for administrators in addressing the challenges of internationalization and meeting similar goals as is expected in other developed academic environments. In summary, there is much to be gained from an ‘internationalized’ campus, and this study suggests ways to achieve those ends, some of which closely align with previous theories and others that reflect the unique context in Africa. It is my hope that more African institutions will join the internationalization discourse and let the rest of the world know their about their unique experiences with and interpretations of the concept of internationalization.

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## **APPENDIX A:**

### **Course Descriptions of Six Core Courses with International Focus**

#### **Comparative History**

##### **Course Overview**

This course will cover major themes in world history while also focusing on history as it is lived at a more intimate and human scale. Students will discuss both what makes societies comparable and what makes individual experiences in the past comparable. Lectures will cover broad structural these while discussion sessions will focus on compelling questions that have multiple and complex answers.

#### **Leadership Seminar 1**

##### **Course Overview:**

This course asks the questions “What is good leadership?” “What are the attributes of a Great Leader?” and “What does a good leader do or not do?” In this seminar, students will do readings of various prominent public and business leaders. This is a weekly seminar taught in the format of discussions of assigned readings. As such students will be expected to read ahead of class and to participate fully in class discussions. Given the relatively high weight assigned to class discussions, it is important that students make meaningful contributions to the discussion in order to pass this course.

#### **Comparative Politics: Africa & the World: Political Economy, the State & International Policy**

##### **Course Overview**

Both economic (market) and political (state) forces shape outcomes in African politics. Choices made by African states regarding international economic affairs are especially important. The interplay of domestic and international economic and political forces has increased in importance in recent years. This course will introduce students to selected issues facing African states, using and interdisciplinary approach to interpret them.

Changes in three basic aspects of political life will be explored. Using specific cases, social/political processes in Africa will be examined with respect to the shaping and changing of (1) identities and nationhood; (2) expectations and patters of rule; and (3) demands and effects of political institutions (principally the state but also “shadow” organizations). How politics manages and divides economic production is a special interest and policy concern. In the last few sessions the course will turn to current day relations between Africa and its global environment. Recent crises concerning failures

and renewed “development” – both economic and political – will be considered.

This course is meant to be accessible to students with little or no training in economics or political science. It assumes some basic knowledge of economics and quantitative analysis. It focuses on only a few selected states in Africa, although many of the observations and cases uncover arguments about the workings and effects of politics throughout Africa and the world.

## **International Trade and Policy**

### **Course Overview**

The last 25 years have witnessed increases in the volume of international trade and investment, significant treaties reducing barriers to trade and capital movements, and the development of regional trading blocs. This course examines these real world events and policies in a solid analytical context. We construct simple models to analyze international trade and shed light on the underlying economic, social, and political factors that affect trade patterns. A significant part of the course is devoted to evaluating the theoretical models in light of recent empirical research.

## **Re-envisioning Diasporas**

### **Course Description**

This trans-continental course (Brekuso, Ghana and Swarthmore, USA) explores the different and global dimensions of Diasporas. From the forced Diaspora formed by the Atlantic Slave Trade (15th-19th centuries) to present-day forced migrations, we will examine the historical, cultural, representational, and theoretical specificities of different Diasporas through examining how visual and literary productions deal with questions of race and ethnicity, gender and sexuality, nationality and globalization from a perpetual

state of “elsewhere.” How does the Diasporic experience mark the conceptualization, aesthetics, and politics of the artistic process and textuality? What role do language, body memories, and visualization/projection play in the works we will discuss? How do virtual and real-life diasporic communities interact with their imagination and reception? Students are encouraged to do work in their first and secondary languages.

### **Methods of Instruction**

The course will take place on two campuses, Ashesi University in Brekuso, Ghana and Swarthmore College in Philadelphia, USA. Class will utilize a hybrid of face-time and online or digital communication. For thirty minutes each class day, we will attempt a synchronous classroom experience via Skype, video chat or satellite. Due to the online collaborative working and learning environment, students and faculty will be exploring,

using, and integrating a series of digital networking tools into each activity. Students will be tasked to work in approximately eight cross-cultural teams of four students throughout the semester.

## **International Finance**

### **Course Overview**

This course is organized around four main modules: exchange rate determination and key relationships; international financial institutions and instruments; international corporate finance (currency risk and taxes); and international portfolio management (allocation and currency risk). Its focus on effective management within the context of exchange rate uncertainty makes this course relevant to a broad range of professional interests – such as corporate treasury management, global portfolio management, and corporate finance – without focusing exclusively on any one domain. The course consists of lectures, discussion of problems, and an applied team project.

## **International Trade and Policy**

### **Course Overview**

The last 25 years have witnessed increases in the volume of international trade and investment, significant treaties reducing barriers to trade and capital movements, and the development of regional trading blocs. This course examines these real world events and policies in a solid analytical context. We construct simple models to analyze international trade and shed light on the underlying economic, social, and political factors that affect trade patterns. A significant part of the course is devoted to evaluating the theoretical models in light of recent empirical research.

**APPENDIX B:****University of Minnesota International Students Integration Programs****International Student Ambassadors**

What is it like to be student at the University of Minnesota?

International Student Ambassadors share their own stories of transitioning, studying, living and achieving as current UMN international students. Through their experiences, you can start to imagine pursuing your own studies at our prestigious university.

We invite you to view their blogs and ask them questions about their experiences. Through sharing their stories, they hope to help you with your own transition to the University of Minnesota!

*Source: <http://www.iss.umn.edu/programs/Ambassadors/>*

**Culture Corps**

International students arrive at the University with more than just suitcases—they bring their talents, unique perspectives, creativity and knowledge. The Culture Corps program encourages students to think creatively to find a way of sharing their talents and culture with the University community.

*Source: <http://www.iss.umn.edu/programs/culturecorps/>*

**Cross-cultural Discussion Groups**

ISSS organizes cross-cultural discussion groups which often consist of both international and U.S. students. Members of these groups meet once a week to share cross-cultural experiences, personal thoughts, and feelings in a relaxed atmosphere. Examples of the topics discussed in the past are culture shock, cultural customs, friendship/relationships, communication styles, family, and future aspirations. For more than 20 years ISSS has facilitated cross-cultural discussion groups with participants from dozens of countries throughout the world.

*Source: <http://www.iss.umn.edu/programs/disgroup/default.html>*

## **Small World Coffee Hour Programs**

### **Theme: Sham-e-BHARAT (An evening in India)**

Bring your friends to an Indian feast for all your senses! You can learn to dance the Bhangra (North Indian/Punjabi dance) and Bollywood style, try on clothing, play a traditional game of Antakshari, and get a henna tattoo. BHARAT will perform a dance to sitar and tabla music and present video and slide shows. Last but not least, Indian food paneer (Indian cheese) tikka masala, Navaratan biryani (fried rice), kheer ( rice pudding), pita bread, raita (yoghurt sauce), rich Indian tea and dry snacks.

*Small World Coffee Hour Programs are held bi-weekly with different countries and cultures sharing insights into their country and cultures*

*Source; <http://www.iss.umn.edu/programs/smallworld/ComingCH.html>*

## APPENDIX C

### Interview Protocol for Dean of Academic Affairs

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. Can you tell me about yourself and what you do at Ashesi
2. What is your definition of internationalization? Is this definition shared by anyone else on this campus? How does it relate to your work as the dean of Academic Affairs?
3. Do you think the current climate on Ashesi campus encourages internationalization as per your definition? What campus ethos makes you have this perception?
4. What role do you play in the internationalization process as the dean of Academic Affairs? Which units do you work with in performing this role?
5. How are the internationalization efforts on your campus coordinated?
6. Are there any academic graduation requirements that prepares students for a more intercultural and international engagement upon graduation? What are some of these requirements? How are they enforced?
7. Do you have a foreign language course offering; is it an elective or a requirement? What level (s) do students take this course and for how long?
8. What measures are in place to internationalize the Major Academic disciplines i.e.: BA, CS or MIS.
9. Are there any international Minors and/ or Electives course concentrations available to students? What are they?
10. An Intercultural Learning Environment is described as a campus where the various units work in collaboration to create a campus that intentionally focuses on and maximizes intercultural leaning (Ellingboe, March 2011, guest Lecture, University. of Minnesota. Class). Does Ashesi have any such intercultural learning environment? What role does your unit play? How does your unit collaborate with other units to achieve this?

11. Does the academic environment at Ashesi promote intercultural awareness, cultural sensitivity and inclusivity? Are there special courses available to promote this? Are these courses required or electives?
12. Do you have any challenges in implementing a more internationalized academic curriculum? What has been some of these challenges, and how have they been addressed?
13. Which aspects of internationalization would you like to see more in the academic programs offered at Ashesi? How best do you think this can be achieved?
14. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Who should lead this agenda and how?
15. Do you have any internationalization goals planned for Ashesi through the curriculum? What are they, what are the timelines for implementation? What do you hope to achieve with the implementation of these goals?
16. Is internationalization of the campus and the curriculum important and beneficial to Ashesi?
17. Do you have any other contributions? Thank you.

## APPENDIX D

### Interview Protocol for Head of Career Services

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. What is your name title and what is your role at Ashesi University College?
2. What is your working definition of internationalization?
3. Is internationalization by your definition an important component of your work at the career center?
4. How does it relate to your work? What role do you personally play in this process? Who at your unit leads the internationalization agenda?
5. If it is not a component of what you do why is it not? Do you think it should be considered as an important component of what you do?
6. What factors do you think constitutes a student's preparedness for integration into an internationalized working environment?
7. Do you see these factors in Ashesi students by the time they are graduating? Do you think Ashesi students are prepared for an internationalized working environment by the time they are graduating?
8. If yes what factors are reflective of this, and if not, what factors make you think they are not?
9. Are you satisfied with the preparedness of students when they come to seek assistance from your facility? How competitive are Ashesi graduates on the job market?
10. Do you communicate with employers to see how Ashesi students are performing on the job?

11. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Would this better prepare students? Who should lead this agenda and how?
12. Do you have any internationalization plan or strategy for your unit? What are they, what are the timelines for implementation? What do you hope to achieve with the implementation of these strategy? Who shares in this vision with you?
13. What are some of the challenges you face in your unit preparing students for the international job market? How are you addressing these challenges? Which units are you working with to address these challenges?
14. What would you suggest be done to better prepare students for a more internationalized working environment and global integration? What role do you think you can play in this?
15. Do you have any other suggestions or contributions?  
Thank you.

## APPENDIX E:

### **Interview Protocol for Heads of the various Departments (BA, CS, MIS)**

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. What is your name, title and what role do you play at Ashesi University College?
2. What do you know about the concept of internationalization as it relates to your campus and the curriculum of Ashesi
3. Is internationalization as you have just described an integral component of the work you do?
4. If yes, how does it relate to your work and who leads this process? What role do you personally play? Who else do you work with in this unit to execute this role and what do they do?
5. How do you demonstrate your commitment to internationalization personally as a leader at your unit and throughout your department?
6. How do you demonstrate your commitment to internationalization in the courses you teach at your department?
7. Are there any international opportunities available for your faculties? Do their international engagements reflect in anyway in their pedagogy? How do you measure that? What about opportunities for students?
8. Are there any incentives for faculties to engage in international activities that benefits the university e.g. teaching, research visits to other international campuses?
9. An Intercultural Learning Environment is described as a campus where the various units work in collaboration to create a campus that intentionally focuses on and maximizes intercultural leaning (Ellingboe, March 2011, guest Lecture,

University. of Minnesota. Class), does Ashesi have any such intercultural learning environment? What role does your unit play and who is leading it? How does your unit collaborate with other units to achieve this?

10. Does your department promote intercultural awareness, cultural sensitivity and inclusivity in your course offerings and pedagogy? Are there special courses available to promote this? Are these courses required or are they electives?
11. What are some of the challenges you face? How are you addressing these challenges?
12. Which aspects of internationalization would you like to see more in the academic programs offered at Ashesi? How best do you think this can be achieved?
13. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Who should lead this agenda and how?
14. Do you have any internationalization goals planned for your department? What are they, what are the timelines for implementation? What do you hope to achieve with the implementation of these goals?
15. Is internationalization of the campus and the curriculum important and beneficial to Ashesi? Do you think Ashesi would benefit from a more structured internationalization strategy? What would be some of the benefits?
16. Do you have any inputs for any such strategy? Do you have any other contributions to make?
17. Do you have any questions for me? Thank You.

## APPENDIX F

### Interview Protocol for Faculty

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. Please tell me a bit about yourself and what you do at Ashesi
2. What attracted you to Ashesi University College?
3. What is your operational definition of internationalization?
4. Did you have any international teaching or research experience before you were hired? Do you think that contributed to your being hired?
5. If yes, where, how long and what was your research or what did you teach?
6. Did this foreign experience have any impact on the way you teach or what you include in your syllabus?
7. What courses are you teaching now? Does it have any international components? Do you mind sharing a copy of your syllabus and course description?
8. Do you internationalize your courses in anyway? How do you do it( Assignments that involves cross-cultural interactions, international guest speakers e.c.t)
9. Why did you do it? Why is it important to you to internationalize your courses? Is it a university requirement?
10. Do you integrate your international experience in your pedagogy? How do you do that? How did your students respond to this?

11. Do students who take your course gain a broad world view of at least another culture by the completion of the course? How do you measure that? What other forums do you share these experiences?
12. Does Ashesi encourage and reward any such efforts by faculty? How do they do it and are they enough? If not, how can these efforts be encouraged and rewarded?
13. Are your international activities looked favorably upon by the head of your department and your colleagues?
14. Do you have any internationalization goals planned for the courses you teach? What are they, what are the timelines for implementation? What do you hope to achieve with the implementation of these goals? What are some of the challenges you can foresee? How will you address these challenges?
15. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Who should lead this agenda and how? What would you like to see in this strategy?
16. Will internationalization be beneficial to Ashesi? What would be some of the benefits? What role can you play in this strategy?
17. Do you have any other contributions to make or questions for me?

Thank you.

## APPENDIX G:

### Interview Protocol for Human Resource Manager

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. What is your name and what do you do at Ashesi
2. Why did you choose to work with Ashesi?
3. What is your operational definition of internationalization?
4. By your definition is internationalization important to Ashesi? If yes why and if no why not? Do you think Ashesi is internationalized, and does it have these key components? How have you contributed to the internationalization process at Ashesi?
5. What does Ashesi look out for in its recruitment of faculty and administrators? Is an international experience or exposure a component, and is it a requirement? If yes why and if no why not?
6. Does Ashesi encourage and reward faculty international engagements i.e. being it research or international teaching?
7. Does Ashesi have any international collaboration with other faculty and administrative staff? What are they? Who manages these collaborations?
8. How will internationalization be beneficial to Ashesi? What would be some of the benefits? What role can you play in this strategy?
9. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Who should lead this agenda and how? What would you like to see in this strategy?
10. Do you have any other contributions to make or questions for me? Thank You.

## APPENDIX H:

### Interview Protocol for Dean of Students and Community Affairs

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. What is your name and what is your role at Ashesi?
2. What would be your operational definition of internationalization of the internationalization be? By your definition do you think Ashesi is internationalized?
3. Is internationalization an important part of what you do at Ashesi? If yes why, which other units do you work with to achieve this if and what are their responses? Who leads this process? If no why not?
4. What are the statistics of your international students currently admitted? How are they recruited, from which countries how are these countries decided upon and how do most international students hear or get to know about Ashesi?
5. How are international students integrated into the campus culture and Ghanaian system? Who is responsible for them on campus? What are some of their needs and challenges, and how are these needs addressed?
6. What opportunities are available for international students at Ashesi? Are these opportunities open to Ghanaian students as well? If no why not?
7. Are there any study abroad opportunities available to Ashesi students? What are they, and how many people get to go? What prevents the rest from participating in these programs?
8. What has been student's response towards study abroad opportunities? Has Ashesi been able to meet these responses? How have they done that? What are some of the challenges you face?

9. Have you in your capacity initiated any internationalization efforts on campus? What has been the responds? Are any of such activities initiated by students? What are some of these initiatives and how are they supported by your unit?
10. Will a more conscious approach to internationalize the campus be beneficial to Ashesi? What would be some of the benefits? What role can you play in this strategy?
11. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Who should lead this agenda and how? What would you like to see in this strategy?
12. Which aspects of campus internationalization would you like to see an improvement and why?
13. Do you have any internationalization plans for the student affairs unit in the near future? What are they and how do you intend to achieve them?
14. Do you have any other contributions to make or questions for me? Thank You?

## APPENDIX I:

### Interview Protocol for Marketing Team

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. What is your name and what do you do at Ashesi? What are the primary responsibilities of your office?
2. What is your operational definition of internationalization? How do you communicate this to Ashesi's internal and external stakeholders?
3. Is communicating the international aspects of what you do at Ashesi an integral part of your work? Why is this so? How do you communicate these international dimensions of Ashesi to all stakeholders? What marketing strategies do you use to communicate these both internally and externally to all your audiences and stakeholders?
4. How will you describe the internationalization process at Ashesi? Who is leading this process and what role do you play?
5. Which other units do you coordinate with in your work and how are your activities coordinated? Who leads this process?
6. How do you communicate the importance of internationalization within the campus to faculty, students, and administrators' etc.?
7. Do you think it's important to communicate the international components at each unit of Ashesi University College? If so why? Have you been successful in doing this? How did you do it? If not what has been some of your major challenges?
8. How are your activities funded? Is it given priority or does it competes with other activities for funding?

9. Have you in your capacity initiated any internationalization efforts on campus? What has been the responds? What are some of these initiatives and how are they supported by other units on campus?
10. Will a more conscious approach to internationalize the campus be beneficial to Ashesi? What would be some of the benefits? What role can you play in this strategy?
11. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Who should lead this agenda and how? What would you like to see in this strategy?
12. Which aspects of campus internationalization would you like to see an improvement and why? Do you have any internationalization plans for in the near future? What are they and how do you intend to achieve them?
13. What are some of the key factors you consider important in promoting the international agenda of this university and how should it be communicated? Which units are integral to ensure the success of this promotion? Can you please share some of your communication materials with me/
14. Do you have any other contributions to make or questions for me? Thank You?

## APPENDIX J:

### Interview Protocol for President of Ashesi University College

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. What is your name and what are your responsibilities at Ashesi?
2. What is your operational definition of internationalization? How does this definition relate to your work at Ashesi? By your definition would you say Ashesi is an internationalized college? What gives you this impression?
3. Does Ashesi see internationalization as an important agenda to pursue? If so why so? If no why not?
4. Does Ashesi have an international education strategy? Who has overall oversight/responsibility towards the implementation of this strategy? Which units are responsible for the implementation? How has Ashesi pursued its internationalization agenda?
5. Is internationalization at Ashesi administered from a centralized unit or office or is it more of a decentralized configuration with directors of units contributing?
  - a. Is this the best way to administer international education? Why/ why not?
6. What is your future vision for internationalization at Ashesi?
  - a. What are some of your long-range goals for future years regarding internationalization?
7. Is internationalization at this college looked upon strategically with specific goals and strategies or tactics, a timeline, and resources allocated to them to achieve those goals?
  - a. If so, what are some of your goals for this academic year for internationalization?

8. Is there a component of internationalization that receives higher priority than the others here? What is it? Why?
9. Is there any particular project or program here that you are most proud of or would especially like to highlight as an innovative way to contribute to internationalization?
10. Would you say Ashesi has successfully institutionalized and integrated an international education?
11. How has internationalization been embraced by faculty, students and all stakeholder both internally and externally? Has it been favorable? Has there been resistance? What are some of the challenges you face in implementing your internationalization agenda?
12. Are there any international opportunities for faculty and students? What are some of these opportunities? Are these opportunities being accessed? If yes how and if no why not?
13. Is Ashesi involved in any international collaborations and partnerships? What are they? Why does Ashesi engage itself in these partnerships? What are some of the challenges and benefits of these engagements?
14. Pursuing an international agenda can be expensive, how does Ashesi fund its internationalization programs?
15. Have you in your capacity initiated any internationalization programs At Ashesi? What has been the responds? What are some of these initiatives?
16. Will a more conscious approach to internationalize Ashesi be beneficial to Ashesi? What would be some of the benefits? What role can you play in this?
17. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Who should lead this agenda and how? What would you like to see in this strategy?
18. Which aspects of internationalization would you like to see an improvement at Ashesi and why? Do you have any internationalization plans for in the near future? What are they and how do you intend to achieve them?
19. Do you have any other contributions to make or questions for me? Thank You?

## APPENDIX K:

### Interview Protocol for Alumni

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. What year did you complete Ashesi? Where do you work and what position do you hold at your work place? Will you describe your company as an international company? If yes why so?
2. How did Ashesi prepare you for this position?
3. Did you easily adjust to your work environment when you were employed? What were some of the major cultural challenges you faced when you first started work here? By your work experience so far do you think Ashesi is preparing its students adequately for a more global integration in the job market?
4. What aspects of your training at Ashesi prepared you the most to better fit into the global work environment? Which aspects would you like to see improvement?
5. Which aspects of internationalization do you think if pursued by Ashesi will better prepare students for a more global integration on the job?
6. Do you think a more structured and comprehensive internationalization strategy should be pursued by Ashesi? Who should lead this agenda and how? What would you like to see in this strategy?
7. What advice do you have for Ashesi in its efforts to internationalize its campus and curriculum to better prepare its graduates for a more global integration? What role do you think you can play in achieving this as alumni?
8. Do you have any other contributions to make or questions for me? Thank You

## APPENDIX L:

### Interview Protocol for Students

*For the purpose of this case study:*

*Internationalization is defined as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to the increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998, p. 199).*

1. How would you define internationalization and how is it developing at Ashesi?
2. What components of internationalization are currently present at Ashesi?
3. Do you see Ashesi as an internationalized campus? How about your curriculum?
4. How will you describe the internationalization efforts at Ashesi?
5. How do your lecturers integrate and encourage international perspectives in their pedagogy?
6. Do you feel like you've gained a broader world-view after completing a course? Do you think you have a better understanding from at least one more cultural perspective of the course?
7. Do you feel you have a better cultural understanding of a different international culture during your time spent at Ashesi? Where did you gain this understanding, in the classroom or on through your interactions on campus?
8. Do you feel culturally prepared to work in an international environment outside your home country? How did Ashesi prepare you for this? How could you have been prepared for this?
9. How do you interact with international students in the classroom and on campus? Do you feel Ashesi promotes this sort of interactions? How do they do it?

10. What do you know about study abroad? Is it something you may be interested in doing in your lifetime in college? What will prevent you from doing so? Where would you like to go and why?
11. What internationalization components would you like to see more at Ashesi in the future and why?
12. Do you have any advice for Ashesi on how the University can be more internationalized?
13. Do you have any questions for me? Thank You.