

Running head: EXPLORING LATIN AMERICAN COLLEGE PARTNERSHIPS

Exploring Opportunities and Benefits of Latin American
and Canadian College Partnerships

Research Proposal Submitted for course EDU 660 Methods of Educational Research
Central Michigan University

Submitted by Christopher McCarthy 572577

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Program Monitor / Advisor: Dr. Michael Stacey

Abstract

This research paper explores some of the emerging opportunities for study abroad partnerships between a Canadian college in the greater Toronto area and Latin American post-secondary institutions. Through obtaining qualitative feedback from interview participants to answer the research questions, this paper examines the benefits of short-term studying abroad, dispositions of students who study-abroad, emerging collaborative partnerships, complexities associated with Latin American partnerships and models for successful and effective international programs. It identifies some complex issues and important topics that should be considered thoroughly when pursuing study-abroad partnership opportunities with post-secondary institutions in the Latin American market.

Keywords: benefits, dispositions, partnerships, models, opportunities, motivations, complexities

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Chapter 1: The Problem Defined

The study college has an opportunity to explore some of the emerging opportunities for Canadian and Latin American study abroad partnerships that have begun to emerge in recent years.

There are approximately 2,000 universities in the Latin American region with a number of cooperative educational affiliations in institutions within emerging economies such as Brazil, Columbia, Ecuador, Peru, Argentina, Chile and Mexico (Lopez, Lopez, Lopez, & Andrade, 2011). While the study college has developed some well-established global education partnerships in some regions, such as Asia & Western Europe, partnerships with some emerging opportunities in Latin America have yet to be established.

As compared with globalization of higher education in other regions of the world, the number of students that study abroad in the Latin American region is not yet significant, although this population is becoming increasingly internationally mobile and influential (Lloyd, 2009). A number of the Latin American countries have been growing their gross domestic product (GDP) and economies at a consistently stronger pace in recent years than larger established countries such as Canada and the United States (Central Intelligence Agency, 2014). Additionally, there have been recent signs of progress developing credit-exchange systems between institutions in Latin American countries (Lloyd, 2009). Research needs to be conducted to identify some of the best potential partnerships for facilitating student exchanges in the Latin American region so the study college may position itself to develop a beneficial partnership prior to a competing college.

The research for this study will be conducted at a medium sized college in the greater Toronto area. This college has been in business since 1967. Approximately 25,000 full-time students, including over 3,200 international students currently attend this college. In an increasingly competitive post-secondary system, this college may benefit from exploring new opportunities that may attract additional students to the college while strengthening the position

of the college.

Purpose of Study

The purpose of this study is to explore some of the potential opportunities for a college in the greater Toronto area to build an international partnership with a post-secondary institution in Latin America for hospitality and tourism students. This qualitative study will analyze interviews with faculty at the study college to identify themes that may be explored or implemented to enhance the student learning experience and further benefit the college.

To compliment this qualitative information obtained through interviews, there is an indication that there will be significant growth in the number of students that will be studying abroad in developing countries in the coming years (Altbach & Knight, 2007). This study intends to identify some of the benefits of forming a partnership with a Latin American institution as a target destination for the students from the study college. It will aim to ascertain some benefits for both the study college and the students that participate in study abroad semesters in Latin America.

Another purpose of this study will be to discover some of the complexities related to providing courses for Canadian based students in a Latin American destination. Other institutions have experienced a number of complex challenges with developing and delivering effective courses in Latin American countries which should be considered thoroughly (Cushman, 2014).

By reviewing and analyzing the qualitative information collected during the interview process, it is anticipated that some affiliations and relationships of interest may emerge from the data. This information will be used as a basis for targeting new relationships for the study college to develop a beneficial partnership with an institution in Latin America. To effectively collect this targeted qualitative information, it was necessary to design the interviews to explore the following research questions.

Research Questions

This qualitative research study is designed to provide a more thorough understanding of the following research questions:

1. Which emerging Latin American countries (or specific institutions) represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at the study college in the greater Toronto area?
2. What are some of the benefits of establishing short-term study abroad opportunities for students between the study college in the greater Toronto area and an institution in Latin America?
3. What are some of the dispositions and motivations of international students?
4. What are some of the complexities associated with partnerships with Latin American post-secondary institutions?
5. Which successful models for international programs should be considered as benchmarks?

These research questions were designed to meet the scope of the study as indicated below.

Scope of Study

This study is intended to explore potential opportunities and benefits of collaborative partnerships between a college in the greater Toronto area and a post-secondary institution in Latin America. Gaining a detailed understanding of specific partner relationships is beyond the scope of this study and will require further research.

Limitations of Study

This study has considered the personal opinions and perspectives of faculty (professors and staff) at the study college in the greater Toronto area. As participants for this study were selected through referral, it is hoped that their knowledge and contributions on this subject is valuable, however, the participants in this study may have limited knowledge and personal

exposure with international and study abroad programs. The participants selected for the interview may also hold personal bias toward study abroad partnerships and may be expected to provide responses to the interview questions based upon their personal opinions, which are not necessarily representative of the college's position on the topics discussed.

Additionally, as the interviewees in this were all based at the study college, the scope of their knowledge of international partnerships with the college and at other post-secondary institutions in Ontario may be limited. As well, participants may have varying levels of expertise and knowledge of the Latin American market and education system specifically. While it is intended that the participants have experience with international partnerships, the structure of effective programs in other international markets may differ significantly from the complexities that may be encountered when exploring a partnership with an institution in Latin America.

Another limitation of this study is the sample size of participants. This study included qualitative interviews with four participants. To obtain a stronger base of information, additional participants may be interviewed for their perspectives and expertise.

Definition of Terms

Potential – Demonstrated capacity to develop in the future

Opportunity – A favorable set of circumstances that may make it possible to develop something new.

Collaborative partnership – A relationship between two or more institutions [i.e. A Canadian post-secondary institution and one or more Latin American institutions].

Benefits – An advantage or something to be gained [by either the institution or the student]

Study College – A mid-sized post-secondary community college in the greater Toronto area.

Dispositions and motivations of students – Interests and intrinsic nature of students to act or behave in a specific way.

Complexities – The multiple different qualities and influences involved in an influencing a topic.

Benchmarks – Successful models, points of reference, standards or examples of what is desired.

Study-abroad – Attending classes at an academic institution as an ex-patriot in a foreign nation.

Chapter 2: Literature Review

Introduction

The research indicates that there have been a number of recent changes such as technological, cultural and economic development in Latin America which may provide an opportunity for potential partnerships with Latin American post-secondary institutions (Maringe, Foskett, & Woodfield, 2013; Olson & Lalley, 2012; Cantwell, Luca, & Lee, 2009; Brunner, 2009). Much of the research available on international cooperative educational programs is quite general. Specific information on hospitality and tourism partnerships was not found to be documented in research journals.

There is broad-based research available that touches superficially on some cooperative educational relationships with business and science programs within the region, however, this research lacks important details such as the names of specific institutions, information regarding course curriculums and learning objectives (Maringe, Foskett, & Woodfield, 2013; Olson & Lalley, 2012; Cantwell, Luca, & Lee, 2009; Brunner, 2009).

The research available provides a broad and general understanding of some potential benefits to students who chose to participate in international programs (Maringe, Foskett, & Woodfield, 2013). The research also characterizes some of the dispositions and motivations for students who chose to study abroad (Cantwell, Luca, & Lee, 2009). Information and journals published on this topic introduce some collaborative partnerships which have emerged within the Latin American region (Olson & Lalley, 2012). This will provide a foundation of understanding about existing educational relationships. A common theme among the research is the level of complexity involved in establishing educational partnerships within the region (Maringe, Foskett, & Woodfield, 2013; Olson & Lalley, 2012; Cantwell, Luca, & Lee, 2009; Brunner, 2009).

The existing research offers a basic understanding of some working educational models that have been implemented both internationally and in the Latin American region (Maringe,

Foskett, & Woodfield, 2013; Cantwell, Luca, & Lee, 2009; Brunner, 2009). These models provide a basis for understanding successful post-secondary models which may be considered further as benchmarks for the study college.

Structure of Review

The researcher has divided the literature review into five sections based upon important themes that were identified as commonly recurring and significant topics. The main five themes identified were:

- i. Benefits of Short-Term Studying Abroad
- ii. Dispositions of Students Who Study-Abroad
- iii. Emerging Collaborative Partnerships
- iv. Complexities Associated with Latin American Partnerships
- v. Models for International Programs

Following a discussion of each of these five themes, the research has provided a summary of the research findings and then the researchers conclusions.

Benefits of Short-Term Studying Abroad

The research by Olsen and Lalley (2012) demonstrated some benefits of students participating in a short-term international program. They have provided their analysis and evaluation of a short-term study abroad semester for engineering and business students in a number of international locations. Among other international destinations, students from Brazil and Chile were surveyed after participating in an international program. Some of the findings of Olsen and Lalley's (2012) quantitative study indicated that approximately half of the students who participated in a short-term study abroad program chose to participate in a future study abroad or internship program following completion of their program. About 30% of the students surveyed continued with language development and studying following their participation in the short-term international program. The majority of the students that participated in short-term

study abroad semesters went on to participate in additional international activities and also sought out other international students following their program. The majority of participants indicated that they felt as though their teamwork, ability to interact with others from other cultures and cultural sensitivity were all much improved following their short-term study abroad experience (Olson & Lalley, 2012).

While Olson & Lalley's participants provided this feedback, Moores and Popadiuk (2011) also found that there are many positive outcomes directly related to studying abroad in an international program. Some of these benefits are growth and/or change in personal goals, individual perspectives and academic growth. Studying abroad also leads to building relationships with peers in a new living environment. International students naturally gravitate toward building strong peer support and are required to learn how to navigate in a new culture. Students are subjected to cultural learning and learn to recognize academic differences between different individuals. Students not only learn from their academic environment but they also have the opportunity to enjoy activities outside of school work. They learn to persevere through hard times and build upon their ability to adapt to new situations. Following opportunities to study abroad, many students find that they discover strengths within them that they were not previously aware of (Moores & Popadiuk, 2011). The research indicated that studying in another country presents significant challenges for students. With the support structure of a school environment, students are able to experience considerable personal growth and development while remaining in an environment of support and nurturing as they adapt to their cross-cultural transition. These skills and experiences that students develop through international programs are increasingly valuable in today's global world economy.

As a compliment to this, studying abroad for short terms can also "...provide students with an initial exposure to another culture, show them that fluency is not necessary for effective communication, give them a different perspective on their field of study, and perhaps of most

significance, spark their interest to continue language study...” (Gorka & Niesenbaum, 2001).

Another perspective on some of the benefits of studying abroad is that students will have the opportunity to develop their understanding of “...different cultures, spatial patterns, economies, natural environments, and human environment ecological issues...” (Moline, 2009). Moline explained that learning is much more direct through these on-site experiences and believes that “...openness, attentiveness and responsiveness...” are also developed through this on-site engaged learning environment for students.

While discovering some of the key benefits to short-term studying abroad, this researcher found that there were some interesting dispositions of students who choose to study-abroad.

Dispositions of Students Who Study-Abroad

Research has been conducted on the general dispositions and expectations of students who choose to study abroad in international programs. Students have been found to elect to study overseas so that they may expand their social, educational and economic prospects in an increasingly global economy (Cantwell, Luca, & Lee, 2009). There is a growing trend for studying abroad and although Latin America is not yet one of the top destinations, students seem to be becoming increasingly interested in this market. There is a growing recognition that Spanish is becoming an influential and important language in Canadian and American businesses (Cantwell, Luca, & Lee, 2009). Students that recognize some of the socio-economic benefits of studying in Spanish in an emerging Latin American market may seek an opportunity to study abroad.

It appears as though the number of students that recognize some of these benefits of studying abroad has been growing in recent years. Over approximately the past 20 years, studying abroad has expanded in volume dramatically (Altbach & Knight, 2007). Our increasingly globalized economy has changed today’s student’s perspectives on the world. Students are provided with many choices of where they elect to study (Altbach & Knight, 2007).

As students are exposed to Latin American culture through popular media and social activity, they may wish to enhance their knowledge and cultural understanding of this market.

There are many factors which influence and motivate students to choose to study abroad. In a recent study, the "...two factors most influencing country choice were ranking of the university and the cost of living and tuition." (Zwart, 2012). Students seem to be responding to a large trend in recent years toward demonstrating their mobility. It seems to be becoming increasingly fashionable for students to have international experience on their resumes. Students seem to be motivated by the "...promise of increased opportunity, status and wealth upon the completion of a degree abroad..." (Zwart, 2012). Considerations for both students and their parents are factors such as academic reputation, safety, cost and location and in recent years, international destinations are becoming increasingly attractive and accessible to prospective students.

Some other factors that may affect the dispositions of students to have a desire to study abroad are the student's personal psychological identities. Savicki & Cooley (2011) examined some of the factors related to individual ego identity and how students define themselves or have a sense of belonging in a community. Students may be attracted to study abroad opportunities as a way of exploring their own cultural identity through examining the practices, customs and traditions of other cultures.

Another study by Pari, Nyaupane & Teye (2014) demonstrated that students who recognize the importance of a second language, are interested in learning more about the complexities of the travel and tourism field and believe studying abroad will yield cultural and social benefits are motivated to seek out international learning opportunities.

With this growing number of students who have dispositions or motivations to study-abroad, some collaborative partnerships between post-secondary institutions have been emerging in recent years.

Emerging Collaborative Partnerships

There has been a large amount of development with collaborative partnerships over the past five years (Altbach & Knight, 2007). Colleges and universities are recognizing the importance of providing students with face-to-face opportunities and collaborative partnerships through joint or double degree arrangements with partner institutions internationally. Across the border in the United States, colleges and universities as well as private companies are undertaking many initiatives and partnerships to deliver education across borders. These opportunities for students help them develop innovative and new approaches to business and a worldwide global economy (Altbach & Knight, 2007).

The Bray-Curtis index has identified more than 30 international organizations for cooperative education in the Caribbean and Latin America (Lopez, Lopez, Lopez, & Andrade, 2011). The countries with the most international cooperative education affiliations were identified as Mexico, Chile, Argentina, Peru, Ecuador, Columbia and Brazil. The Lopez study indicated that there is a tendency toward competition among these universities in Latin America rather than cooperation in many instances. These institutions also tended to have short-term visions rather than long-term outlooks (Lopez et al., 2011). Should the study college in the greater Toronto area be able to present a long term strategy for a cooperative partnership, there may be some Latin American universities seeking a longer term strategic relationship.

With over 2,000 universities in the Latin American region, approximately 15% have collaborative partnerships and cooperate internationally with programming (Lopez et al., 2011). It was noted that some of the processes related to building university cooperation internationally may generate political tensions which may affect both universities and international organizations (Lopez et al., 2011). This insight will be important to take into consideration when exploring a potential partnership.

There is currently a large gap of collaborative partnerships with Latin American business

schools. Latin America has been quite successful with integrating itself with the global economy over the past 15 to 20 years (Elahee & Norbis, 2009). Now more than previously, it is becoming increasingly important for Latin America to internationalize its programming. These programs will help to develop strong future managers who will be able to strengthen and develop the regions position within the world economy. Elahee and Norbis (2009), look at some of the challenges confronting Latin American universities and some interesting insights into the current state of internationalization of Latin American business education.

When considering some of the challenges confronting internationalization of Latin American business education, it is important to take into consideration how Latin American institutions are ranked competitively with other international post-secondary institutions. The academic ranking of world universities in 2007 highlighted nine Latin American universities which qualified in the top 500 in the world. Five of these nine universities were from Brazil, two from Chile and one from Argentina and Mexico (Brunner, 2009). Brunner's study provides some guidance for this research project on determining which countries and universities may provide the best emerging potential for a partnership.

While academic ranking of Latin American institutions is an important consideration, there are many other complexities that must be taken into consideration when exploring the possibility of establishing a partnership with a post-secondary institution in Latin America.

Complexities Associated with Latin American Partnerships

A number of journals discuss some of the predictable challenges and difficulties of establishing higher education partnerships between Latin America and other countries. Some research has been done that indicates educational systems face organizational functional and structural challenges when collaborating with universities and colleges in the Latin American market. Complexity such as diversity, historical disputes, differences in religion, ethnic make-up and socio-economic diversity all play an important role in establishing an effective partnership

with Latin American universities (Brunner, 2009).

One such complexity that should be examined is the vast diversity of the quality of education among the many universities in Latin America. There have been a few conferences that have been held in the Latin American region regarding the discussion on the quality of education within the many institutions in Latin America. A conference in Guadalajara Mexico in 2009 helped to identify that there are number of so-called “junk universities” in Latin America. This conference also outlined the number of international students the Latin American region represents. It also introduced the concept of “macro universities” in Latin America and the Caribbean which may be further examined (Lloyd, 2009).

Additionally, The United Nations Educational Scientific, and Cultural Organization (UNESCO) has an assembly on adult learning every 12 years (Henschke, 2011). The most recent conference, in 2009, provided a strong insight into participation and adult education internationally. This conference sought to address global issues and challenges that must be overcome in order to enhance the knowledge, competencies, skills and capabilities of students internationally (Henschke, 2011).

Another complexity associated with Latin America is “...both predicted and unpredicted uncertainty...” in factors such as inflation, exchange rates, openness to trade and macroeconomic concerns which may deter foreign investment (Arbeleaz & Ruiz, 2012). One example of unpredictable economic behavior in the region is the consistency of GDP growth in Latin American nations. It has been noted that a number of the Latin American countries have been growing their GDP at a consistently stronger pace than Canada and the United States according to Central Intelligence Agency data in 2014 (Central Intelligence Agency, 2014). The instable economies in the Latin American region, however, do not currently support predictable growth in the short term future years.

Cuervo-Cazurra (2008) discusses some of the challenges and difficulties as well as some

of the advantages of operating and partnering with the Latin American region. Cuervo-Cazurra refers to countries in this region as ‘Multilatinas’ (Multi-National Latina or MNE’s) and brings to light some of the complex structural reforms necessary for governments and businesses in this region required in order to upgrade their competitiveness to international levels to successfully support foreign partnerships.

With the many complexities that should be taken into consideration when exploring potential partnerships with institutions in Latin America, models and benchmarks for international programs may be valuable to explore.

Models for International Programs

The graduate school of political management at the George Washington University provides an interesting example of an international program which has been developed in the Andean region of Latin America (Cushman, 2014). This model helps it’s readers understand how challenges and educational needs have been addressed effectively in this region. This research considers the needs of political leaders in the region and some challenges such as adapting to the culture and developing an effective credit system while providing education within an attainable cost structure (Cushman, 2014). It may be beneficial to further explore the George Washington University (GWU) model to learn of its successes and shortcomings.

While the GWU model considers the needs of the political leaders in the region and looks at how to develop an effective credit system and cost structure, it is also important to examine the best practice for the length of time involved in study-abroad programs. If the length of study is not adequate, it may be argued that learning outcomes will not be met.

Lewis and Niesenbaum (2005) have examined the benefits of short-term study abroad programs versus programs for year-long study abroad terms. They have suggested cooperative international program models should be short-term [for a number of weeks or a few months] rather than for a full year. This would create opportunities for individuals who may not

otherwise choose to travel abroad for studying. This study indicates that study-abroad terms for less than a year can meet many of the outcomes of longer term programs. Meanwhile, shorter study-abroad terms present much of a time and financial commitment and are therefore accessible to more students.

As well as the benefit of being accessible to more students, short-term study abroad programs are also beneficial as they help students to overcome psychological barriers to travel. They have also been found to lead students toward participating in longer-term international ventures in future years (Lewis & Niesenbaum, 2005).

Pugh (2013) has also published research that supports the idea that short-term study abroad programs can provide many of the significant results that longer immersion programs are able to provide. He proposes a “Bridge Model” which is a structured program that provides cross-cultural interaction that leads to many of the desired results that traditional long-term study abroad semesters are also able to generate. This bridge model provides students with the opportunity to build professional networks internationally while applying theoretical knowledge toward practical experience. Pugh’s research indicates that short-term programs are much more accessible to a larger pool of students due to their short-term time and financial commitment (Pugh, 2013).

Another example of a model is the ‘Partners of the Americas’, in which, twenty-nine universities from the United States had cooperative agreements with twenty-eight post-secondary institutions in Brazil (Harrison, 1986). At the time of this report, these cooperative agreements had united over two hundred faculty and administrators so they may share their resources and benefit mutually from reciprocal relationships.

An interesting model that may provide some of the benefits to short-term study abroad semesters is the international video-conferencing model such as ‘Project Mercury’ (Jones & Sorenson, 2001). In this model, university classrooms in France were connected regularly with

Austin Peay State University, the University of Tennessee at Martin and the Université d'Orléans during the American presidential election process. Students in this project were able to share various electronic sources and discuss issues face-to-face in English and French without needing to leave their home classroom environment.

Harvard business school established another successful model with the Instituto Centroamericano de Administracion de Empresas (INCAE – the Central American Management Institute) in Nicaragua (Kelly, 1976). Although the official contract relationship with Harvard ended in 1972, Harvard-trained professors still continued to dominate in the years following the agreement. This model provided Spanish instruction to Latin American business leaders by preeminently English professors through translating services on campus in Nicaragua. This two-year program was highly sought after due to the strength of the Harvard brand and students were required to live on campus for the duration of the program. Many students worked up to 14 hour days, six days a week and had their families living with them on campus for two years while they studied.

As an alternative to study abroad semesters which tailor services to a small percentage of the overall student population who have the means to study in another country, Missouri Southern State University (MSSU) has developed an interesting internationalization model that does not require students travel or visit another country (Stebbins, 2011). MSSU has developed an alternative model around establishing "...international or global education as the theme of its mission.". Instead of sending students abroad, MSSU has structured each semester around a different country that has been identified as having a vital relationship economically, socially or politically with the United States. The country must also play an important role on the world stage. The curriculum each semester is then modified in a variety of ways to infuse the selected country into almost all aspects of student life. This strategy has proven beneficial as a way to "...bring the world to every student at the university.". MSSU invites significant international

guest speakers, hosts music festivals and seeks to integrate innovative strategies to help build empathy and an international awareness of the values and perspectives of other cultures that may influence life and business in the United States.

With these short-term models for study-abroad terms, there are a multitude of significant changes technologically, culturally and economically across the world in the past 15 to 20 years that compliment these models. Internationalization of education has become an increasingly important theme for developing students and the many changes in technology, culture and economy are influencing the demand for studying abroad. Maringe, Foskett and Woodfield (2013) look at some emerging changes in the global environment that should be considered when building a study abroad model for learning partnership. They examine technological, educational, pedagogical, economic, political and socio-cultural components of internationalization models (Maringe, Foskett, & Woodfield, 2013).

Summary

In summary, the research currently available on international cooperative education partnerships specifically between Canada and Latin America is limited. Much of the research on international cooperative education programs was found to be general and could be applied to a number of countries within the Latin American region. While some specific countries have been highlighted as emerging markets for developing international educational partnerships, specific information on partnerships or programs related to hospitality and tourism was not found. The most specific research obtained was broadly related to either general business or science programs within the region.

While business and science programs were the only focus of some specific research, it is notable that much of the research available provides an insight into how students may benefit from participating in international partnerships in general. A common theme among some of the research was the indication that benefits such as building international networks, learning how to

interact with other cultures and work effectively with international teams were all benefits of studying abroad (Olson & Lalley, 2012). While the research indicates numerous benefits to students, there is little evidence to support the benefits directly related to the study college. For example, how international partnerships will develop the reputation for the study college and lead to growth in student enrollment and international revenues.

It may also be difficult for the study college to measure how many students decide to enroll at the college because they were motivated to participate in study-abroad programs. The research available, however, discusses some of the motivations and dispositions of students who elect to participate in these programs. It outlines how students' perspectives on the world have been changing in recent years (Altbach & Knight, 2007). The information available examines some of the existing partnerships with approximately 30 universities in the Latin American region.

Although more than one research journal referred to this small approximate number of key universities involved in international study partnerships, the names of the individual schools were not consistent between journal articles (Elahee & Norbis, 2009; Lopez et al., 2011; Brunner, 2009). This is a further indication of the level of diversity and complexity that exists within the region as indicated by Brunner (2009), Lloyd (2009) and Henschke (2011).

Cushman (2014), Lewis and Niesenbaum (2005) and Pugh (2013) provide examples of models for international programs that may be used as benchmarks for this research project. They indicate that short-term study abroad opportunities for students provide many of the benefits of longer term programs.

Conclusions

Colleges, universities and students have been subjected to a multitude of significant changes in recent years. Some of the changes influencing students to wish to participate in international study abroad programs have been technological, cultural and economic changes that

have had an international impact over the past 15 to 20 years.

While the internationalization of education has become an increasingly important theme for developing students, there remains a lack of research available for international education programs within the hospitality and tourism industry specifically. It can be concluded that international education opportunities provide a wide range of benefits for the students who participate in them, however, more research is required to have a thorough understanding of some of the specific benefits the study college may expect from developing a partnership with an educational institution in Latin America.

In an effort to gain a more thorough understanding of the potential opportunities and benefits of Latin American and Canadian college partnerships, this researcher conducted four personal interviews with senior leaders within the study college. The methodology of these interviews is outlined in Chapter 3 of this paper. The interviewees selected had varying levels of expertise and experience directly related to international study-abroad placements in the Latin American region.

Chapter 3: Methodology

To obtain qualitative feedback to support the purpose of this study, research questions were developed for personal 45 to 60 minute one-to-one interviews with four faculty or administrators working at the study college. The study will be a qualitative research paper designed to elicit current information, expertise and opinions directly from each participant.

This method of research will provide an opportunity for the researcher to obtain unrestricted perspectives, views and ideas from the participants which may help with generating new ideas and opportunities for the study college (Creswell, 2012). Providing participants with targeted open-ended questions will permit them to elaborate on their thoughts and possibly generate creative or innovative ideas that may be considered further following the interview. The participants in this study will all be directly involved with the daily operation of the study college and will help the researchers to better understand how a partnership with a Latin American college will directly benefit the current environment at the study college.

By conducting one-on-one interviews, all participants will have the opportunity to voice their opinions and share their ideas in a private and confidential environment (Creswell, 2012). This method of interviewing will be more appropriate for this study than conducting group or panel interviews where some participants may be less likely to share their ideas when their peers are also present.

Data Collection

The researcher is a college administration manager who interviewed four senior leaders (co-workers) within the same organization. Interviews were recorded and transcribed and each participant interview was held in strict confidence so interviewees could not be identified (except by the interviewer).

Interviews for 45 to 60 minute were conducted on a voluntary basis without any form of remuneration or any known risk and in accordance with the policies and procedures governing the

study college and Ontario colleges. Participants were selected through referral from other colleagues and were interviewed on a voluntary basis. The participants were informed that they were able to withdraw at any time during the process. Should a participant wish to have withdrawn, they were informed they could do so either verbally or in writing and that all data and information regarding this participant would be destroyed (permanently deleted or shredded as applicable).

By the researcher reviewing and analyzing the qualitative information collected during the interview process, it was anticipated that some affiliations and relationships of interest may emerge from the data. This information would be used as a basis for targeting new relationships for the study college to develop a beneficial partnership with an institution in Latin America.

To minimize the risk of misplacing or losing recorded data and transcriptions, at no time was recorded data or transcriptions associated with the name of the participants. All information was stored in a locked drawer in a locked office or electronically under pass-code on a secure server.

Participants

The participants in the study were senior faculty or senior administrators from the study college in the greater Toronto area. Three of the participants were male and one was female. Their ages ranged between approximately 40 and 55 years of age and were from a variety of nationalities. These participants were selected through a referral process. Through the process of “purposeful sampling” (Creswell, 2012), each participant was asked if they may refer another participant that they believe will be able to contribute meaningful information to support the purpose of this study. This type of “purposeful sampling” was chosen with the intent of identifying participants with expertise or knowledge about the Latin American post-secondary market (Creswell, 2012).

It was not a requirement for participants to be working specifically in the hospitality and

tourism management program at the study college. Two of the participants within other divisions of the study college were also included as participants in this study.

Research procedure

In order to obtain quality qualitative information during the interview process, each participant was invited to choose where he or she would like to meet for their 45 to 60-minute interview. The researcher then accommodated the schedule and preferred meeting place for each interviewee.

At the beginning of the interview, the researcher asked each participant for permission to record the interview with a voice recorder. The researcher then explained that the discussion would be transcribed following the interview for a detailed analysis. Participants were reminded that their interview would be transcribed into a text document that would remain private and confidential. Transcriptions were then coded and the names of participants were then substituted with labels (i.e. Interview Participant 1 to 4). All text and voice recording documents were securely stored at a location accessible only to the researcher.

The researcher then provided a list of pre-established questions to each of the interview participants on an interview protocol form designed specifically for this project (Creswell, 2012). These pre-established questions were used to guide the conversation, however, if the participant volunteer requested additional information on the topic, the researcher permitted the conversation to flow naturally (see Appendix A- Interview Protocol: Interview Questions). Each of these instrument questions was directly aligned with the research questions as indicated in Chapter 1 of this study. The instrument questions in 'Appendix A' were aligned in the same order as the interview questions. For example, interview question number one relates directly with identifying the benefits of short-term studying abroad. Interview question two relates directly with identifying dispositions of student who study-abroad. Questions three, four and five in 'Appendix A' are similarly aligned.

Data Analysis

Following the interviews, the researcher transcribed the contents of the voice recordings for each of the 45 to 60 minute interviews. The conversation between the participant and the researcher was therefore captured verbatim.

The transcribed text documents from each of the interviews were then uploaded to a qualitative computer program called 'NVivo 11' software. This software was then used to organize and store the transcribed interview data. 'NVivo 11' was then utilized to scan the data to identify common themes and topics of interest (Creswell, 2012, p. 241).

The first step to the process of identifying codes and themes was to perform a preliminary exploratory analysis of the qualitative data by reading all of the interview text carefully. Notes regarding some of the predominant recurring topics or key words were taken to help identify important themes which would support the research questions (Creswell, 2012).

After reading through all of the interview text manually, the 'NVivo 11' software was utilized to identify frequently used words which are referred to as 'nodes' in this software. As there were a number of recurring or commonly used words by some, but not all of the four interviewees, only words that were most frequently used by all four of the participants were identified as significant. These 'key topical words' were then analyzed further to identify categories or themes which provided the strongest evidence to support them.

Following identification, these 'key topical words' and themes were then analyzed for their interrelation with the research questions (Creswell, 2012, p. 248). Words and themes identified from the four interviews were then categorized and related directly back to each of the five interview questions as supportive evidence to each question.

Prior to conducting interviews to collect and analyze qualitative interview data, it was important to establish a protocol to ensure an ethical process was followed when conducting this research study.

Ethics Review

To obtain consent to complete this study, the researcher first acquired a letter of introduction from the Dean of the Centre for Hospitality & Culinary Arts and International Programs at the study college (see Appendix G – Administrative Approval). This letter was included in the Research Review Application (RRA) approval process through Central Michigan University (CMU).

Following RRA approval from CMU (see Appendix H – Central Michigan University RRA Approval), in accordance with the policies and procedures governing the study college and Ontario colleges, the researcher submitted a research proposal to the Research Ethics Board (REB) at the study college for formal approval.

Upon obtaining REB approval (see Appendix I – College Research Ethics Board (REB) Approval), the researcher then proceeded to obtain the written consent and permission of individual participants in the study (see Appendix K to N: Letters of Consent: Interview Participants 1 to 4). The intent was to obtain four participants through a referral process.

To establish a level of trust between the participant and the researcher, each participant was provided with a letter of introduction to understand of the purpose of the research proposal as well as a thorough understanding of how the information collected from their interview will be recorded and managed (Appendix B - Letter of Introduction to the Participants). This information was clearly communicated when arranging specific interview with each volunteer participant. It was then reviewed in detail at the beginning of the interview prior to activating the recording device.

For the confidence of the study, the researcher obtained a certificate from the collaborative institutional training initiative at the University of Miami and has a strong understanding of how to conduct social and behavioral research in an ethical manner (CITI program, 2014).

Participants were not subjected to any risk above normal either to themselves or to the confidential information they shared at any time throughout or following their interviews.

Chapter 4: Results

This chapter presents the results of the interviews with the four interviewees who participated in this research project. Qualitative results were analyzed to identify ‘key topical words’ and themes to support the research questions.

The first section of this chapter, titled ‘Identification of Key Topical Words’, provides a summary of the key topical words and their frequency throughout the four interviews. Included in this section is a visual representation word cloud followed by summary of data tables which show the frequency of words used by each of the four participants.

These key topical words or nodes were identified as being significant in relation to supporting the five research questions. These ‘key topical words’ were then used to help identify themes and statements that directly supported each of the five research questions.

In the second section of this chapter, titled ‘Statements Related to the Interview Questions’, these statements were then subcategorized and related directly to each of the five individual interview questions.

Identification of Key Topical Words

Below is a word cloud that demonstrates the top 150 most frequently used words by all four of the interview participants. The most frequently used words are represented by the largest font and the least frequently used words are shown in the smallest font size.

Summary of Data Tables

Table 1 below provides a summary of seven key topical words that all four of the participants referred to frequently throughout the interviews. These seven key words were among the top 150 most frequently recurring words throughout the four interviews.

Table 1

Top 150 Frequently Recurring Topical Words

<u>Words Counts</u>					
<u>Word</u>	<u>Participant 1</u>	<u>Participant 2</u>	<u>Participant 3</u>	<u>Participant 4</u>	<u>Totals</u>
Partner / Partnership(s)	2	32	7	24	65
Relationship(s)	16	6	3	9	34
Opportunity(ies)	3	8	1	20	32
Model(s)	9	13	2	3	27
Benefit(s)	5	9	6	3	23
Motivation(s)	4	2	2	12	20
Potential	3	5	1	9	18

Table 1

Table 1 above shows that the most frequently used topical word during interviews was partner / partnerships which was used a total of 65 times. The least frequently used word by participants was potential, which was used 18 times which was also found to be significant.

Table 2 lists the remaining three topical key words that were less frequently recurring throughout the interviews. Although these words were identified as key topical words due to their importance in the central theme of some of the interview questions, these words were not among the top 150 most frequently recurring words throughout the four interviews.

Table 2

Less Frequently Recurring Topical Words

<u>Word Counts</u>					
<u>Word</u>	<u>Participant 1</u>	<u>Participant 2</u>	<u>Participant 3</u>	<u>Participant 4</u>	<u>Totals</u>
Disposition(s)	3	1	3	3	10
Complexity(ies)	2	2	2	1	7
Benchmark(s)	1	2	1	1	5

Table 2

From Table 2 above, we can see that the words disposition(s), complexity / complexities and benchmark(s) were used less frequently by the four participants during the interviews. Each of these words was used by all four of the interview participants.

Looking at these figures more closely, it is apparent that each participant places a different level of emphasis on the key topical words throughout their interviews. In Table 3 and Table 4 below, the key topical words for each participant (Participant 1 (P1) to Participant 4(P4)) are shown as percentages as well as frequency.

Table 3

Top 150 Frequently Recurring Topical Words

<u>Words Percentages</u>										
<u>Word</u>	<u>P1</u>	<u>%</u>	<u>P2</u>	<u>%</u>	<u>P3</u>	<u>%</u>	<u>P4</u>	<u>%</u>	<u>Totals</u>	<u>%</u>
Partner / Partnership(s)	2	3	32	49	7	11	24	37	65	100
Relationship(s)	16	47	6	18	3	9	9	26	34	100
Opportunity(ies)	3	9	8	25	1	3	20	63	32	100
Model(s)	9	33	13	48	2	7	3	11	27	100
Benefit(s)	5	22	9	39	6	26	3	13	23	100
Motivation(s)	4	20	2	10	2	10	12	60	20	100

Potential	3	17	5	28	1	6	9	50	18	100
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Table 3

Table 4

Less Frequently Recurring Topical Words

Word Percentages										
<u>Word</u>	<u>P1</u>	<u>%</u>	<u>P2</u>	<u>%</u>	<u>P3</u>	<u>%</u>	<u>P4</u>	<u>%</u>	<u>Totals</u>	<u>%</u>
Disposition(s)	3	30	1	10	3	30	3	30	10	100
Complexity(ies)	2	29	2	29	2	29	1	14	7	100
Benchmark(s)	1	20	2	40	1	20	1	20	5	100

Table 4

From Tables 3 & 4 above, it can be seen that Participant 2's (P2's) use of the word model was 48% or 13 times in relation to P1, P3 & P4 who used this word 9, 2 and 3 times respectively for the remaining 52% use of this word. It can be seen, therefore that P2 used the word model almost as frequently as the other three participants combined.

Statements Related to the Interview Questions

The research questions are restated within this chapter and are presented with results of the interviews that directly relate to each individual question.

Results for Interview Question One

The interview question below (Question 1) was designed to provide supportive qualitative evidence for identifying some 'Benefits of Short-Term Studying Abroad' which is a central research question for this report.

The question posed to interview participants was - Question 1: What do you believe are some of the benefits of establishing short-term study abroad opportunities for students between

the study college in the greater Toronto area and an institution in Latin America?

When reviewing this question, the topical keywords identified were ‘benefits’ and ‘opportunities’. The word ‘opportunity’ or ‘opportunities’ was mentioned a total of 32 times and the word ‘benefit(s)’ was stated 23 times during the interviews.

- “What defines the success of a partnership, is the mutual benefits that both institutions get out of their relation.”
- “The exchange of faculty brings faculty development, not only expose faculty to a different culture, but also creates motivation, so for me is a win-win. They develop themselves and also creates motivation because they're exposed to traveling, exposed to different culture.”
- “I think some in a nutshell: skills upgrade, upgrade of education levels, technology transfer, knowledge transfer, capacity development - all of those are benefits that come along with establishing this kind of partnerships. Whether you do it in Latin America or the Middle East or China, it doesn't matter. All those factors will come into play. The fact of the knowledge transfer and capacity development, they are both very obvious because you're transferring know-how, capacity...”
- “... it's the expansion, the branding, the recognition, and the ability make a profit as well, because you'll be taking people from there.”
- “What defines the success of a partnership, is the mutual benefits that both institutions get out of their relation... ...it really comes down to the benefits that both institutions get... ...If they are looking to do student exchanges... ...every time we sit down and talk, they're going to ask about student exchanges.”
- “...we have two types of opportunities. The first one is about, we call it study tour, the other one is called study abroad. Study tour is a two-week tour...”
- “...people want to have opportunities abroad, for potentially having a living abroad. That's

a reason why I talk about those countries where there may not be opportunities-- there is a market of affluent people that may be able to send their kids outside so they can build a life outside of Venezuela.”

- “And cultural intelligence is huge as well, so being exposed to international opportunities will give you a little bit of that, of understanding the culture, understanding customs, and able to adjust to that service...”
- “It's difficult to sell those opportunities to students because of that, people don't know Latin America.”

Results for Interview Question Two

Interview question two (Question 2) was designed to further identify some of the intrinsic or extrinsic motivations or dispositions of students who are likely to be inclined to study participate in international study abroad programs.

The question designed to explore this and further support the literature review was -
Question 2: Based upon your experience, what would you identify as some of the dispositions and motivations of international students?

This question focuses on identifying the following two topical key words: ‘dispositions’ and ‘motivations’. Throughout the interviews, the word ‘motivations’ was a regularly recurring topical key word and was mentioned by the four participants a total of 20 times. While the word ‘dispositions’ was less frequently used only 10 times, it was found also to be a key theme.

Below are some of the interviewee responses directly related to these themes.

- “...the young go-go’s, the adventurers, the I-want-to-learn, I-want-to-see, taste, travel, et cetera, and those are the easiest ones, and the easiest ones to send overseas because they are adventurers, they're risk-takers. There's that fear that sometimes they're going to do things that maybe they shouldn't but I think they are motivated by seeing the world.”
- “...the motivations come from... ...I want to grow up. I want to be an adult. I want to

live overseas. And I want to get out of my little, bubble is the wrong word, but I want to get out of my - I want to see something new in this world. Explore something I haven't seen."

- "I think there is a small bucket of the students that are introverted, they're shy, they're away from home for the first time because they're fairly young... ..never really thought about going overseas because of their introverted personalities. And I feel there's that small bucket that's like, "I just want to do it to do it..."
- "...there's the other one that's pure and simple. Really recognizes what there is to learn. They're very well read. They're academically inclined... ..They go to Mexico and say "Oh let's see they Mayan ruins, let's see the Aztec ruins, what's the difference between the Aztecs and the Mayans? What do they eat? What do they eat? What do they see? Why do their ruins look like?"
- "I will say they want to increase their level of knowledge, raise their awareness of other cultures, learning about other cultures, learning other languages, learning different kinds of foods."
- "...wanting to learn about something new that they don't have access to here."
- "The motivations for those who choose to do that is exposure to a global market and global hospitality. Understanding that at the end of the day, if you work in hospitality, you are welcoming people from all over the world working in hotels, restaurants, wherever you are, you are exposed to that, so the main motivation is to be exposed to that."
- "And cultural intelligence is huge as well, so being exposed to international opportunities will give you a little bit of that, of understanding the culture, understanding customs, and able to adjust to that service, what is needed in [proactive?] with the service and needs be offered."

- “develop another skill and another position because I truly believe that in North America, the location is very well-positioned in Latin America.”

The statements below are some of the interviewees perspectives on emerging collaborative partnerships, which is another central research question theme for this study. Interviewees were not instructed to focus on either inbound out outbound study abroad partnerships in particular.

Results for Interview Question Three

The intent of interview question three (Question 3) as outlined below was to provide supportive qualitative evidence for identifying some ‘Emerging Collaborative Partnerships’ which is another central research question.

Question 3: Which emerging Latin American countries (or specific institutions) do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at the study college in the greater Toronto area?

When reviewing the interview transcriptions, all four of the interview participants referenced the word partnership or partnerships on a number of occasions. While the intent of the question was to identify specific Latin American countries or specific institutions, the interviewees did not provide these specific details. There were, however, topical key words identified in this question which were ‘potential’ and ‘partnership’. The word partner or partnership was mentioned a total of 65 times during the interviews which shows that it was a frequently occurring theme. ‘Potential’ was mentioned 18 times by the four interviewees. Below are some of the significant comments identified on this theme:

- “I see an incredible amount of potential. In fact, after Asia, I would see Latin America as the fastest growing destination for outbound Canadians and Americans...”
- “...I would see Canada positioned as - it has been for many years because of its safety as

a top destination for Latin Americans to come.”

- “In the past, I did have the opportunity to explore potential... ..I went and I visited some of the best business schools and private schools, also universities in Sao Paulo. I didn't feel it was beneficial for us to venture outside the City of Sao Paulo, because Sao Paulo is the business hub of Brazil.”
- “Emerging countries in Latin America, if I think right away about countries that we can potentially create pathways, I would think about Mexico, I would think about Brazil, I would think about Argentina. Those are the three countries that come to my mind right away, based on their number, the population, based on economic feasibility, and based on reputation when it comes to hospitality and culinary arts.”
- “As a secondary list, I may include Chile, I may include Colombia and Venezuela. But again, these are very difficult markets based on the instability in their governments and many other things, and security. The question is related to what we believe we can also create pathways, or these are inbound of the students.”
- “I don't have the key indicators that define a country as a potential partner country, but what I can say is that, safety and security and political stability is a factor.”
- “We do not have any formal partnerships in Mexico because of that [security and political stability]. We do not have any other partnerships other than in Brazil right now because of instability, security, and political instability. So that's the main reason why, for what I know, the college has not been very aggressive with the Latin American market.”
- “As we move to the west coast of Latin America I see a lot of potential in Ecuador and Peru... ..I think when it comes to tourism, hospitality which is your focus, I feel Peru might be one of the top destinations...”
- “...potential opportunity to do that in Latin America? Of course, but again, all will be

determined on the type of destinations that we choose based on safety and political stability. I believe that's what Latin America's main constraint is, is not only that, but also the perception of Latin America...”

- “...potential that we may have with Latin America is what we are doing with China and India. China and India, many institutions want to partner with us because they are creating a way of an immigration pathway for students.”
- “...because of the perception on Latin America, because of the population, when we are looking at India and China and Russia as emerging markets, you have Brazil, you can compare. But the number of potential inbound of students is not Latin America when you look at profit and gains.”
- “...very fundamental question has always been when dealing with a new potential partner or a prospective partner is - how well are their institutional values align with...
...institutional values?”
- “the most important thing that I've seen from a partnership is maintenance of the partner. What I mean with that is that it's showing the caring in the partnership, showing that the institution cares about the partner from both sides, and that sometimes is missed when an agreement is signed.”
- “The dream partnership will have many components to it, with that, an inbound of students. Let's say, we have academic institution A and B, and I'm A. If I'm A, I will let you have an inbound of students into my programs from institution B, that's one. I would love to have as another clause, faculty exchange, where my faculty will go and teach, and their faculty will come and teach. Another one that I see is student exchange where my students will go there and spend a semester potentially, and their students will come here and spend a semester as well, peer exchange...”

Results for Interview Question Four

This question was designed to support the research question on identifying ‘Complexities Associated with Latin American Partnerships’. While the words ‘partner’ or ‘partnership(s)’ were also commonly identified in question one above and were used 65 times by the four participants, they were also found to be directly related to this question. The word ‘complexities’ (complexity) was used less frequently with only 7 mentions during the interviews. The statements below were gathered based upon this topic.

Question 4: What do you perceive to be some of the complexities associated with partnerships with Latin American post-secondary institutions?

- “I think we touched on part of that, it's understanding the educational hierarchy and structure in the different countries. It's a challenge, because we have to show educational equivalency if we want to be able to grant them a course credit up here in Canada.”
- “...if we're saying we're going to give a student a credit for a specific course, we have to prove to the government that course meets the equivalency from another country. So then we start playing politics. I think that's one of the large challenges...”
- “Another challenge is politics in itself. Sending students down to Mexico and Cuba, and it poses a whole bunch of different political problems.”
- “In today's global economy, there's an issue with leaders in other countries. There's an issue with politics in other countries, and safety and security.”
- “One of the big things we have to consider is if a country is in economic turmoil, is it the best place to be sending our students?... .."Do we want to send students down? Should there be a study tour?" I think there should, but it will be what country will the study tour go to?”
- “What educational institutions could house the students? What ones are up to the standards that we need them to be, for us to be able to create partnerships?”
- “... We're just putting together right now a partnership with - a study tour, sorry - with

Asian continents. And those can - sometimes tend to be tricky, when it comes to the politics.”

- “So the biggest challenge is aligning the political ideologies, the internal ideologies of both institutions.”
- “...you really have to be able to understand the corporate culture of the institution. You have to understand how they operate, and why they operate the way they do... ...you have to also combine that with the level and knowledge and understanding you'll have about the country.”
- “And it's not just the politics in the educational system, it's the politics in the government system as well.”
- “...it will be very difficult to get a consistent number of students coming to the institution if you have a partnership. That's the main one because of economic reasons or political instability. I believe this will not be a very-- and that has been happening with our-- we have a current partnership in Brazil and that partner has not been consistent.”
- “What I see the main concern or the perception out there is because of that, is because of economic instability and political instability, there will be a concern that it will not be a consistent inbound of the students. So why invest in all this time and money when there may not be a business there?”
- “I think the most important thing that I've seen from a partnership is maintenance of the partner... ...showing that the institution cares about the partner from both sides, and that sometimes is missed when an agreement is signed. There has to be a constant communication between the two institutions. When the communication channel between the two institution is put on hold, that's when the agreements go nowhere.”

Results for Interview Question Five

This final question (Question 5) was created to address the research question of

identifying ‘Models for International Programs. It explores ‘models’ and ‘benchmarks’ as the two topical key words. The word ‘model(s)’ was mentioned 27 times during the course of the four interviews and the word ‘benchmark(s)’ was used only 5 times. Both of these words were utilized frequently when discussing the idea of successful international programs.

Question 5: Are you aware of any successful models for international programs that you believe should be considered as benchmarks?

Additional to these words was the use of the word ‘relationship’ which was mentioned 34 times in total by all of the four participants. Below is a summary of some of the comments generated on this topic.

- “I think the most successful model is the relationship model, and I think that's where most institutions fail...”
- “Within the relationship model, I would identify the follow-up and the non-business relationship as being vital to its success. And by that I mean in Latin America, calling someone because you need something all the time is not a good approach...”
- “...I believe institutions to be successful have to create a relationship where they will schedule themselves to reach out to their partners, whether it's to say hello for a holiday, whether it's to say a happy birthday or a happy national day, or to check up on their students...”
- “...I think that relationship side is often overlooked, often omitted, and I believe the most successful institutions will be those that maintain that relationship with their said partners in Latin America.”
- “I believe by creating relationships, a lot of these smaller colleges, a lot of these smaller schools, and associations, will be very successful in landing some partners who are very well-renowned, and operate at great international levels, which everyone's always looking for...”

- “the relationship is established with the customer the same way it's established with an international partner.”
- “It's about what works for the institution here... The models are there to be used, and you can adapt them in any way you want. There would never be a one model that you're going to take and fit it like a shoe. You need to take a model and adapt it according to the needs...[between the college and] ...a new partner.”
- “...the partnership model between ourselves and SENAC - it has been relatively successful with outgoing students, but not so many incoming.”
- “We have an exchange that goes on for post-graduate diploma here... And so the students go over to Italy and they spend time working Italian kitchens and learning at Italian educational institutions, and they come back with that knowledge and that expertise. We've also just put together a French pastry program, where students go over to France and they work in French kitchens, learn from French schools, and they come back. And so these experiences are invaluable to students, and every year they have enough subscription to be able to run. So I think those are two examples that we could draw on, to be able to create other study tours. And we are, for other study tours that we're putting together right now, those are kind of the two models we're using to do it.”
- “...the connections we build that create that relationship.”
- “I would love to have as another clause, faculty exchange, where my faculty will go and teach, and their faculty will come and teach. Another one that I see is student exchange where my students will go there and spend a semester potentially, and their students will come here and spend a semester as well, peer exchange...”

Chapter 5: Conclusions

Summary

The purpose of the study was to explore potential opportunities and benefits of collaborative partnerships with post-secondary institutions throughout the Latin American region with a study college in the greater Toronto area.

Research was conducted by reviewing journal articles, abstracts and internet sites to identify some benefits for both the students who participate and study abroad semester's in Latin America as well as the study college.

The qualitative research study was designed to provide a more thorough understanding of the following: 1) benefits of short-term studying abroad, 2) dispositions of student who studied abroad, 3) emerging collaborative partnerships, 4) complexities associated with Latin American partnerships, and 5) models for international programs.

With these five areas of interest, interview questions were developed to explore these topics through conducting qualitative interviews with four senior managers from the study college.

I found it quite interesting to see how each of the four interviewees had varying levels of knowledge and perspectives on each of the interview questions. As the interview questions were designed to further examine the topics identified in the research questions, I would have expected the interviewees to have more similar responses. I found the level of variety in responses to the same interview questions by four individuals to be fascinating.

Below is a reflection on some of the perspectives learned from the four interviewees about each of the five main themes are included in the discussion below.

Discussion

Benefits of short-term studying abroad

When comparing the findings from the literature review to the qualitative feedback

obtained from the interviewees based upon the research questions, I found it quite interesting to see how closely related some of the responses were. The interviewees collectively used the word ‘benefit’ 23 times throughout their interviews. Some findings in the literature review that were supported by the interviewee responses were the benefits to the students exposed to international study abroad opportunities such as personal growth and learning to interact with people from other cultures (Olson & Lalley, 2012) as well as adapting to a new environment. To support this, the interviewees indicated that students exposed to international opportunities would build upon their “cultural intelligence” and build a stronger “understanding [of] the culture, understanding customs, and able to adjust to that service...”.

At the same time, other responses were not at all what I had expected. When asked to articulate some of the benefits of short-term studying abroad, one of the interviewees interpreted this as the benefits to the college such as “expansion, the branding, the recognition, and the ability to make a profit as well...”. Although this was not how this question was interpreted by the other interviewees, it is certainly an important perspective for consideration. Further examination of the benefits to the college or institution may also be examined in future research, although the literature review for this paper focused on the benefits to the student directly. Perhaps this is an indication that the clarity of the question posed to the interview participants needed to be further refined.

I found it quite interesting that although the literature review indicated that many students who participated in study abroad semesters “continued with language development...” following their opportunity to study abroad, none of the interviewees mentioned language development as an important component of studying abroad. Instead, the interviewees seemed to focus more on the motivational aspects of studying abroad such as exposure to travelling and being exposed to exciting new cultures.

Another perspective gained during the interview process which may be interesting to

explore further through additional research and building upon the literature review may be to discover more about the drivers of affluent people that may be sending "...their kids outside so they can build a life outside...". Although this topic would be fascinating to further explore, this theme was not supported in the literature review for this research paper.

Dispositions of student who studied abroad

Cantwell, Luca & Lee (2009) indicated that students who recognize the socio-economic benefits of studying in Spanish may look for an opportunity to study abroad. I found that this was supported by the qualitative feedback obtained during the interviews. The interviewees recognized that there are students who recognize the value of what they may learn from studying in Latin America. The interviewees indicated that many students have dispositions toward reading and are naturally academically inclined. The word 'dispositions' was commonly used by all four participants a total of 10 times throughout their interviews. A common disposition of these students was found to be the desire for them to increase their knowledge of other cultures, their languages and their foods & diets.

Another component of the literature review that I felt as though was supported was Altbach & Knight's (2007) observation that it "...appears as though the number of students that recognize some of these benefits of studying abroad has been growing in recent years". While the interview participants did not provide any quantitative examples of the growth in the number of students, they referred to trends such as the recent recognition that the world is becoming increasingly globalized and that hospitality jobs are welcoming people from every corner of the world. Students that recognize this seem to be becoming increasingly disposed toward exposing themselves to understand more about culture, customs and being able to adjust to international service expertise.

I found it intriguing that although the literature review demonstrates that Spanish is becoming an increasingly influential and important language (Cantwell, Luca & Lee, 2009), none of the interviewees seemed to specifically recognize the growth in importance of the Spanish

language in North American business in recent years. The interviewees seemed to believe that the dispositions of these students is more inclined toward wanting to travel and learn about another culture, place and society, and language in general, rather than specifically recognizing the growth in importance of the Spanish language in particular.

Emerging collaborative partnerships

It was encouraging for me to find that the countries identified in the literature review by Lopez et al. (2011) were all mentioned at some point during the interview process as having the potential for emerging collaborative partnerships. Mexico, Argentina and Brazil were identified by the interviewees as likely having the most potential for building collaborative partnerships with a college in the greater Toronto region. Interestingly, the most frequently used word by all interview participants during their interviews was the word ‘partnerships’ which was stated a total of 65 times.

In the literature review, Lopez also highlighted the potential for generating political tensions which may affect collaborative partnerships. It was fascinating to observe how the interview participants seemed to express political instability as a common concern for building a collaborative partnership in the Latin American region. Also found in the literature review was an indication that post-secondary institutions in Latin America have a tendency to have short term outlooks. I believe that the participants comments related to safety, security and political instability are directly related to the literature review. Instability, insecurity and political tensions in this region would almost certainly lead to short-term outlooks when establishing collaborative partnerships in the region.

Despite the political instability in the region, both the literature review and the interviewee responses seemed to support the notion that there has been growth in partnerships in Latin America recently. Altbach and Knight (2007) noted that there has been “a large amount of development with collaborative partnerships over the past five years [in this region]”. An interviewee directly

supported this by stating that he "...see(s) Latin America as the fastest growing destination for outboard Canadians and Americans (after Asia)..."

When examining this topic, it was my intent that the interview question would generate more examples of specific post-secondary institutions within the Latin-American region that I would be able to investigate further following the interview. I found that both the literature review and the interview participants provided a very wide and general overview of the entire region. I would have liked to have generated more specific and targeted results as a base for further research and exploration. I believe that I may have achieved more favorable results if I had crafted this question in a more concise and targeted manner.

Complexities associated with Latin American partnerships

Although a word used only seven times during the interviews, 'complexity' was a commonly recurring word used by all four of the participants. Of the many complexities with establishing a partnership with Latin American post-secondary institutions, one issue supported by both the literature review and the interview responses was the challenge associated with evaluating the quality of education among institutions. Lloyd (2009) speaks about the vast diversity of the quality of education between institutions within the Latin American region itself and speaks about how some schools have been identified as "junk universities". These concerns were supported by the interviewees. An example of this is the concern of one interviewee about how to determine whether an equivalent credit may be given for courses that were completed in another country. Another example of this is the statement that we need to understand the "...educational hierarchy and structure in different countries... because we have to show educational equivalency if we want to be able to grant them [international students] a course credit..." in Canada.

Another of the numerous complexities that was noted in the literature review and clearly supported in the interviews was the diversity. Brunner (2009) points out complexities such as "...diversity, historical disputes, differences in religion, ethnic make-up and socio-economic

diversity...” as all influencing the ability to establish effective partnerships in the region. To support this, the interview participants refer to the challenge of politics and federal leadership in Latin American countries. One interviewee stated that he believes “...the biggest challenge is aligning the political ideologies, the internal ideologies of both institutions”. Other comments obtained during the interviews were around both the economic and political instability as concerns for establishing consistent partnerships.

Although not found in the literature review, the interviewees introduced the complexity of maintaining relationships between partner institutions in the Americas. One participant indicated that an important and complex concern is the ongoing maintenance of a partner relationship which requires constant communication from both institutions.

Models for international programs

I found it fascinating that there were over 2,000 universities in the Latin American region identified through the literature review (Lopez, Lopez, Lopez & Andrade, 2011), however, the interviewees seemed to have very limited knowledge of only a few specific institutions within the region. The literature review provided a specific examples of a model institution called George Washington University which has established partnerships in the Andean region of Latin America (Cushman, 2014). I was hoping that the qualitative feedback obtained through interviews would support this model or name specific institutions that could be explored further through additional research to determine whether their practices could indeed be utilized as a model for new collaborative partnerships. Instead, the interviewees seemingly had very little knowledge of institutions within the Latin American region that could be used as benchmarks or models for partnerships.

While the interviewees did mention a few institutions that could be described as models in the region, the institutions mentioned already have well-established relationships with the study college. I had anticipated that this research question would bring other institutions to the forefront

for further investigation and exploration.

The interviewees frequently discussed partnership models that were formed on the basis of effectively established relationships. While I wholeheartedly agree that establishing a strong foundation of effective relationships is key to successful international partnerships, I felt as though this was a vague concept that lacked the substance that I had anticipated I would receive through interviews with the participants. I did not find that the participant responses to this question supported the literature review in any substantial way for identifying specific benchmark model institutions.

Although it was my intention to identify specific post-secondary institutions that could be used as models for building successful partnerships, the literature review helped me to examine the length of study-abroad terms as an important consideration. Lewis and Niesenbaum (2005), Pugh (2013) and Maringe, Foskett and Woodfield (2013) all appeared to reinforce the notion that short-term models for study-abroad terms of several weeks or a number of months seem to be the ideal length of time. These short-term study abroad programs seem to provide optimal learning opportunities that are accessible to a larger audience of students and terms exceeded one year. While the interviewees did not identify the length of study as being an important consideration for a successful model, I believe it is relevant to indicate that the study-abroad terms through the study college normally do not exceed 14 weeks. The length of study may therefore not have been taken into consideration when participants responded to this interview question.

Limitations of the Study

After interviewing the four candidates, it was apparent that there was a significant difference in knowledge between each of the four candidates. For example, one of the interviewees was quite familiar with some of the more predominant nations within Latin America, another seemed to be quite knowledgeable about his country of origin in Latin America. The limitation identified earlier on in the study, that only four candidates were interviewed, should also be taken

into consideration. A larger number of interview candidates would almost certainly have provided a broader depth of perspective on the topics and themes discussed.

As identified when outlining the limitations of the study in ‘Chapter 1’, the participants selected for the interview may have held personal bias toward study abroad partnerships and therefore provided biased responses to the interview questions. Their answers were also limited to their personal opinions, which were not necessarily representative of the college’s position on the subject.

Another limitation of this study was the design of the research questions themselves. The interview questions were written almost verbatim to the research questions. By aligning the interview questions so closely to the research questions, it may be argued that the interviewees were potentially led to provide specific answers the researcher may have desired to obtain. Although unintended, this could potentially introduce researcher bias and may be seen to have serious implications toward the quality of the interview feedback obtained.

Throughout each of the personal interviews, some additional probing questions were introduced to stimulate dialogue and provide further clarification for the participants. Some of the interviewees spoke at length with great detail after each interview question was posed. Others required further clarification of the interview questions to ensure they were interpreting the questions correctly. By providing further explanation of the interview questions and additional probing questions, the interviewees were not all asked entirely consistent questions. The qualitative information collected would therefore have been influenced by the additional questions and clarification provided by the interviewer.

It may be argued that another limitation of the study relied heavily upon the literature available through the library system at Central Michigan University in the United States of America. The researcher did not conduct any research through institutions within the Latin American region.

Additionally, all of the research conducted involved reviews of Literature written in the English language. It may have been beneficial to also seek journal articles written in Spanish by experts in the Latin American region to gain a broader perspective.

As the interview candidates were selected by referral, they were found to have a substantial knowledge about the region, however, none of the candidates were experts on Latin American post-secondary institutions.

A limitation that the researcher identified during the interview process was that each of the interviewees seemed to have interpreted the interview questions differently. In some circumstances, the interviewees were found to have different perceptions of the construct of particular words used in the interview questions. It may have been beneficial to provide a definition of terms to each of the interview candidates prior to the interviews.

Since all of the interviewees worked within the study college, their knowledge of international partnerships was found to have been somewhat limited. Participants from post-secondary institutions within the Latin American region would likely have provided a much different perspective through their feedback.

Conclusions

After conducting research for the literature review followed by qualitative interviews with four participants, I have found that establishing a collaborative partnership with a post-secondary institution in the Latin American region is even more complex than I had originally anticipated.

There are over 2,000 post-secondary institutions in Latin America (Lopez, Lopez, Lopez, & Andrade, 2011) and these institutions do not have an established and recognized qualification system to evaluate the quality of education relative to other international institutions. Lloyd (2009) indicates that an internationally recognized conference in Guadalajara, Mexico identified a number of these institutions as “junk universities”.

While a number of Latin American countries have been growing their GDP at a faster pace than Canada and the United States in recent years (Central Intelligence Agency, 2014), there seem to be new opportunities for short-term study abroad opportunities on the horizon. Although the interview participants in this study appeared to have limited knowledge about specific institutions in Latin America, one interviewee indicated that he "...see(s) Latin America as the fastest growing destination for outboard Canadians and Americans (after Asia) ...". The other interview participants seemed to echo this sentiment. The literature reviews also supported this by indicating that there has been "a large amount of development with collaborative partnerships over the past five years" (Altbach & Knight, 2007).

Although only a few specific institutions have been identified as benchmarks or models such as SENAC in Brazil and George Washington University (operating in the Andean region of Latin America), the model for short-term study abroad semesters for less than one year have been re-affirmed as the best practice model. Additionally, all of the interview participants commonly indicated that relationships were the basis for forming effective collaborative partnerships.

The literary review research provided a broad and general understanding of some of the potential benefits to students who participate in study abroad semesters in Latin America. After completing qualitative interviews, a number of additional benefits for studying abroad were identified which may be helpful when pursuing new collaborative partnerships within the Latin American region. For example, it was interesting to discover benefits not only to students studying in Latin America, but also students from Latin America who choose to study at a Canadian college; as well as some benefits to both the Latin American and Canadian post-secondary institutions. While benefits to institutions such as enrollment growth and revenues were touched upon, specific details were not discussed in this study.

Additional to discovering new benefits related to studying in Latin America, I remain

fascinated with the number and level of complexities involved in establishing a collaborative partnership in the region. Some of the complexities identified in the literature review and supported during the interview process were the regional diversity with respect to concerns such as the socio-political, economic, safety and security context in each country.

Recommendations for Future Research

Following the literature review it was concluded that international education opportunities provide a wide range of benefits to students. After conducting qualitative interviews, I believe a number of these benefits have been introduced, however, specific financial benefits the study college may expect from developing a partnership with an educational institution in Latin America need to be explored further to prove the feasibility of investing in a new partnership.

As identified in during the interview process, when investing in a new partnership, it is important to build a sustainable and ongoing relationships with key stakeholders in each institution. I believe that further research is required to determine which specific Latin American institution would be ideal to pursue a collaborative partnership with. To determine this, I believe future research on specific institutions needs to be conducted. I would suggest that research be targeted on the country's most frequently identified in both the literature review and the interview components of this report. Further research on specific institutions and the compatibility of their curriculum between the college in Canada and post-secondary institutions in Mexico, Chile, Argentina, Peru, Ecuador, Columbia and Brazil will be required. This will help to determine one to three specific institutions for potentially establishing an ongoing relationship and discovering more about the unique complexities of these individual institutions.

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Appendix A - Interview Protocol: Interview Questions

Project: Exploring Opportunities and Benefits of a Latin American and Canadian College Partnership

Time of Interview: Date:

Place (Location): Interviewer:

Interviewee (Participant):

Position of Interviewee:

The purpose of this study is to explore the opportunities and benefits of establishing new hospitality and tourism educational partnerships between a college in the greater Toronto area and a South American post-secondary institution.

The researcher will be meeting with a number of faculty from this college for 45 to 60 minute sessions which will be voice recorded and then transcribed for analysis following each interview. The data will remain strictly confidential following the interview and will be used solely for the purpose of this research project. Below is an example of some of the questions that will be asked during the interview:

1. Which emerging Latin American countries (or specific institutions) do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at the study college in the greater Toronto area?
2. What do you believe are some of the benefits of establishing short-term study abroad opportunities for students between the study college in the greater Toronto area and an institution in Latin America?
3. Based upon your experience, what would you identify as some of the dispositions and motivations of international students?
4. What do you perceive to be some of the complexities associated with partnerships with

Latin American post-secondary institutions?

5. Are you aware of any successful models for international programs that you believe should be considered as benchmarks?

Please sign this form indicating consent to participate in this interview.

Thank you very much for your cooperation and participation in this interview.

Signature:

Date Signed:

Appendix B - Letter of Introduction to the Participants

November 1, 2015

Dear Participant,

My name is Chris McCarthy and I am currently conducting a research project for my Masters of Arts in Education Capstone project at Central Michigan University. The title of my research paper is 'Exploring Opportunities and Benefits of a Latin American and Canadian College Partnership'. I would greatly appreciate the opportunity to interview your insights into this topic.

After conducting preliminary research, I strongly believe there are a number of emerging opportunities for GBC in the Latin American region. As compared with globalization of higher education in other regions of the world, the number of students that study abroad in the Latin American region is not yet significant although this population is becoming increasingly internationally mobile and influential (Lloyd, 2009). As well, a number of the Latin American countries have been growing their gross domestic product and economies at a consistently stronger pace in recent years than larger established countries such as Canada and the United States (Central Intelligence Agency, 2014). I believe that additional research needs to be conducted to identify new partnership opportunities for facilitating student exchanges in the Latin American region. This research may support with evaluating the possibility of developing a new beneficial partnership in the Latin American region.

Should you wish to participate on a voluntary basis, your interview will be held in strict confidence and notes will not be identifiable to anyone other than myself. The interview will be approximately 45 to 60 minutes and will be in accordance with the policies and procedures governing GBC and Ontario colleges. There will be no form of compensation and there is no known risk to you as a participant.

The interview will be audio recorded. Following the interview, the audio recording will be

transcribed for personal and confidential review and analysis to identify points of interest for further research. To minimize the risk of misplacing or losing recorded data and transcriptions, at no time will recorded data or transcriptions be associated with your name as a participant. All information will be stored in a locked drawer in a locked office or electronically under pass-code on a secure GBC server. All information contained in the final research paper will be unidentifiable.

I would sincerely appreciate the opportunity to interview you so I may gain some of your insights about this topic. Your participation in this study will be strictly voluntary and I will ensure the information we discuss remains private and confidential. Should you agree to participate, you will be able to withdraw at any time during the process. Should you withdraw verbally or in writing, all data and information collected from you will be destroyed (permanently deleted or shredded as applicable).

Thank you in advance for considering the possibility of participating in this study. I recognize 45 to 60 minutes is a substantial amount of time and would be pleased to coordinate an interview time that is convenient to you.

Warm regards,

Chris McCarthy

Christopher McCarthy, Hon. B. Comm., M.A. Ed. (Candidate)

Academic and Student Services Manager

Centre for Hospitality and Culinary Arts

George Brown College

300 Adelaide Street East - P.O.Box 1015, Station B

Toronto, Ontario M5T 2T9

T:416-415-5000 x 3957

F:416-415-2812

c.mccarthy@georgebrown.ca

www.georgebrown.ca

This project has been approved by the George Brown College Research Ethics Board.

Should you have any concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted please get in touch with the Chair of the REB at ResearchEthics@georgebrown.ca.

cc: Dr. Michael Stacey, Program Monitor, Central Michigan University (e:stace1mj@cmich.edu)

Appendix C - Transcription: Interview Participant 1

- S1 00:02 Do you want me to run through the whole thing again, or--
- S2 00:05 No, no. Just go through it.
- S1 00:05 So I've got a couple of questions here for you and we'll just see where the conversation carries us. There's five questions that I'm going to be asking you, so just talk off the cuff, just what you know about or what you're interested in, anything on the topic. The first one is, which emerging Latin American countries or specific institutions do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at [the Study College]? Or the study college.
- S2 00:38 So when you say a college that we would send students to and a college that would in return send us students as well? Or either or, or...?
- S1 00:44 Either or. I want to keep this pretty open-ended.
- S2 00:47 So Latin America, we're saying Central America down to the Argentinian-Chilean belt on the bottom?
- S1 00:54 That's right. So any Latin American or Portuguese-speaking Latin America.
- S2 00:58 I see an incredible amount of potential. In fact, after Asia, I would see Latin America as the fastest growing destination for outbound Canadians and Americans, and I would see Canada positioned as--

it has been for many years because of its safety as a top destination for Latin Americans to come. I can break them down by country, if you like?

S1 01:32

Sure.

S2 01:33

Argentina is an interesting one. Argentina's long had an infrastructure of tourism and hospitality. Buenos Aires being the Paris of South America. It has a lot of appeal: romance, music and its culture. Safety is an issue there. I would likely be very careful at sending students down to Argentina for some safety concerns; however, I feel that there is plenty to learn. It's a very academic country. It's got a great history of academia. There's an incredible immigration, that has added incredible culture to Argentina that I feel students would learn a lot from. Moving next door, I think Brazil is a very, very, very popular destination for Canadians now. It has emerged as a growing economy. It has proven that it could make its streets safer, with the recent government taking over all the favelas, without any violence. Which has been very successful. The programs it's put in place, for both Rio Olympics and world cup, have been very effective programs. I believe they were very successful in keeping safe during the World Cup, and now we're going to see during the Olympics. They learned from a lot of the world's mistakes. There is a growing middle class in Brazil and I feel that is a very big market especially with the amount of people living in the [?] areas in Sao Paulo, Rio Curitiba, Porto Alegre,

Salvador being a very big one. You want some why's as well? Is that the kind you're looking for?

S1 03:24

Go right ahead. Yeah. Absolutely.

S2 03:25

If there's anything more specific you want me to touch on, let me know. No questions in there.

S1 03:29

No. Off the cuff. This is good actually.

S2 03:31

I think as we move to the west coast of Latin America. That's a call from Brazil [laughter] As we move to the west coast of Latin America I see a lot of potential in Ecuador, in Peru. I think when it comes to tourism, hospitality which is your focus, I feel Peru might be one of the top destinations simply because tourism is, there are two types of tourists. There's the eco, agri, museum culture tourists, and I'll throw food into that. There's the I need a beach tourist, which is a different category. I think Peru captures that first bucket very, very well. I feel it's very safe. There are big communities and great schools, for example Miraflores portion of Lima. I believe the United Nations naming potato for example and Peru as a national food historic site, world heritage food site, is a very big deal. It opened a lot of eyes. I think the movements we're seeing in culinary hospitality, from Augusto and Acurio, in Peru, who's the one of the top four chefs in the world for the most amount of fine dining restaurants. Gastón is about, I believe, somewhere between 40 and 50 restaurants. He does culinary training in Paris with his wife, is it his wife Astrid? They are leaders in Peru. Peru has one of the top

five food tourism festivals in the world called Mistura every year, which is a really, really large festival where the top chefs and restauranteurs on the entire planet come together in Latin America and South America for this festival. It is equal to Madrid Fusion, it is equal to Beaucouzé in France. It's really at the top of its game.

S2 05:40

Second, there are a lot of emerging restaurants in emerging regions. We have Central restaurant, which is number four or six on the planet. Bar Central in Lima, which was a Canadian educator, the student education exchange for culinary school in Canada in 1998 or 1999, I believe. He attended the Cordon Bleu in Ottawa. Went back. Worked under some great chefs and now is number four, I believe it might be six in the world restaurant. It has a lot of people talking. I think that there are many ups and downs in Peru economically, there are a few quarrels with neighbors that only go noticed if you follow the news. However, I believe it's a very safe destination and their students have a lot to learn there. And I believe we can give a lot of experience and learning to their students here. I think Ecuador is slightly behind Peru in development, but is on that same track. Chile is already established. It's already safe. It's well-known. But what Chile has in the beaches, what Uruguay has in the beaches with [?] is not reciprocated in culture heritage. I can get in a lot of trouble for saying that from Chileans, but they don't have the same agritourism. They don't have the same ecotourism. They don't have the same historical tourism like you'll find in neighboring

countries, so I think it's a safe bet, but I think there's more to learn from students in neighboring countries.

S2 07:28

Beyond that, as we move north, Columbia is the country that has most impressed me, in the last, let's say 15 years, based on what I expected, and what I actually experienced, but what has gone through an entire renaissance. I would say Bogotá one of the top cities, hands down, in South America, and it's pretty fantastic to see the amount of middle class, upper class growth, and investment in the infrastructure and to making downtown Bogotá a stunning destination similar to a North American city or a Western European city with modern condo buildings and amenities; with neighborhoods, with very great services, and with a great selection of bars, restaurants, museums. I believe the other cities - as beautiful as they are maybe [?] they're second tier cities in Columbia but I would see them as third tier cities in what is the tourism with hospitality. It's not there; it's more relaxed. It has a long way to go. There's a great [?] by [?], which is a really kind of home cooking - mom, grandmother's cooking - but that doesn't drive hospitality, tourism, growth. I think Bogotá has the best chance. Venezuela unfortunately I would-- very unfortunately because it's a beautiful country. I don't see anything changing in the near future, so unfortunately I deem it too unsafe and unstable to have any student relations with or exchanges. Although again, it's a

beautiful, beautiful place with a lot of history from western Europe.

But I would stay away.

S2 09:23

I think I've touched on every Latin American country, South American, there are a few others. There's Paraguay which is trying and trying but not quite there yet, there's Bolivia who has also a very unstable government. We go up into Central America, that counts I think, Costa Rica is definitely the place to go. The tourism is great, they've done a great job of not letting our American friends to over invest in terms of hurting too much although some rainforests are getting hit as they are in Brazil, which is a shame. But you still have a lot of great finalized, you have a great vegetation, and you still have a lot of great food coming out from this different micro-climates that are produced from being between the Pacific and Atlantic oceans, which does a lot for most of Latin America. I think they all benefit from that, they don't even realize they benefit from it. Panama, I highly recommend the Bio-Museum, aquaculture, food and stability, maybe take a look at what they're doing. I did a tour before it opened, hardhat tour, and it was designed by a friend Gary, and it's all about how the oceans interact and how the waters interact, especially Nicaragua was working on this, and Nicaragua want to become the next Panama. Nicaragua has been planning this canal but this canal won't be divided the way Panama is therefore Atlantic and Pacific waters would mix and

would be devastating to the oceans to mix the sea levels and it would completely destroy a lot of the life.

S2 11:04

Unfortunately in most of northern Latin America, all of central America and northern coast of South America they are not consuming their own fish, they're not consuming their own sea product. There is a lot of it being sold to United States, Japan is actually the biggest purchaser. So when you go to the fish markets there, although they're cool in their history and their old schoolness, they are not fresh, for example, the Panama fish market. Every single piece of fish is frozen there because fresh stuff is going to Japan who's paying \$15 a pound for tuna, et cetera, et cetera. So that's something to watch until these countries and these governments start to regulate the consumption of some of their own fresh, including vegetables, including potatoes in Peru, including quinoa in Peru. There's an issue right now I understand, and Peru over the price of quinoa based on its world demand has become unaffordable to the same families that have harvested and lived off of it for many years, and I feel that's something that, again, the governments have to start thinking about the financial ramifications. Control export. Raise the prices on export, which will lower demand and allow some to stay and be affordable and consumed in countries. So until governments get behind some of these legislations and stop looking at the dollars, and again, in South America it's something that's always held it back, similar to

the labor unions. The hospitality labor union in Argentina, for example, might be the strongest on Planet Earth, and they seem to control a lot of it, and a lot of it isn't in the best interest of clients, tourists, gastronomes alike. So until we see more changes in the regulatory bodies, we'll always have issues on that site. I can to ramble forever on that [chuckles]. I don't know if that's what you're looking for, more or less.

S1 12:54 That's excellent, that's great. That's really good. What do you believe are some of the benefits of establishing a short-term study aboard opportunity for students between the study college? So if we were to use [at the Study College] in the Greater Toronto area and an institution in Latin America. So some benefits of establishing a short term study aboard opportunity for students.

S2 13:14 Of all the industries in the world, there is no one industry in the world I feel that international exposure through study and/or work is more important in your success and development as a chef, tourism professional, cook, server, bar tender; you name it. I think this is the industry. Sorry. I feel that this is the industry. An example of a short-term-- I believe a short-term to a Canadian or--

S1 13:58 So somebody could be a national or it could be an international.

S2 14:01 So someone who is studying at the college. Okay.

S1 14:05 What we're looking at is some of the benefits of establishing a short-term study abroad opportunities for students between the study college here in Toronto and an institution in Latin America.

S2 14:16

I think Latin America is one of the places that most people know the least about. And I also believe it's number one or two - it's up there with some parts of Southeast Asia - where people return and say, "Oh my gosh, I can't believe I've never been there. I can't believe how amazing it was. I have to go back. It's not what I expected." I think you hear that more in Latin America, possibly even more than Southeast Asia, and then that means a lot. And I think that's kind of what it's all about. It's all about students learning a culture. It's historical, it's western-rooted, it's [Matisse?], and/ or First Nations rooted. It's immigrant rooted through the war migrations. There's something very, very special. I'll give an example. A student that goes to Brazil has a choice between - let's say - six or seven other cities within 2,500 hundred kilometers from Salvador de Bahia and Recife all the way down to the Argentine border, let's say Florianopolis. When you're looking at Brazil you're not looking at learning Brazilian cuisine per se because there's no Brazilian cuisine per se. Sure there are things like Feijoada, Picanha, things that you find throughout the country, but as a student who wants to go learn food and or tourism Burgos. If you choose Salvador de Bahia you're going to get the largest influence of African cuisine, of tribal cooking, of a lot of the land meets the sea, and very ancient cuisines of outdoor open cooking that come from Salvador.

S2 16:04

If you're moving down to Rio De Janeiro - which is tourist mecca, beach mecca - you're going to see a lot of fish and seafood, a lot of Western influence, and a lot of modern presentations within Brazilian ingredients. If you go over to Sao Paulo you have the world's largest immigration of Japanese. You have a huge influence of Japanese techniques. The fish is filleted differently in Sao Paulo than it would be in Rio, which is a one hour and some flight away. You are really exposing yourself to an incredible world of food and culture, influenced heavily by the Japanese but also being the more affluent. And the capital and the financial district you have chefs, restauranteurs who are flying up into the Amazon because they can afford to because they have great restaurants and these great financial. An example would be Alex Atala in Sao Paulo or [?] Augusto across the street from him who goes up and picks these incredible herbs, micro greens, seeds, grains right out of the Amazon that people have never tried in their lives. They bring them back to their restaurants, they put them on their tasting menus. For a student to go and study overseas and to be part of something like that is incredible. You could never find those things in Canada. You can't even find them in Brazil unless someone's got the connection of going to the Amazon. No one from New York City or San Francisco is flying to the Amazon to get grains or seeds or anything. For a student to have those flavors in their mouths is something pretty remarkable. And then you go down Brazil as a-- keeping this

example, what you can learn. You go down to the German influences in [?]. You go to Porto Alegre which has all of the Italians, and you really have Spanish mixed in a little bit everywhere. It is remark on the first student to go, they wouldn't realize, most people wouldn't realize that there are 1 million Japanese in Sao Paulo [chuckles]. They're shocked. And I think you don't know until you go because we don't know about it here. So you're going to somewhere that really cares about their cuisine, they really care about their tourism because it's kept some revenue in those countries, as they support for each other especially. But their eyes open when they hear the historical significance of what they're using, what they're tasting, what they're seeing.

- S1 18:38 Great. I'm going to have to figure out how to spell all these places [laughter].
- S2 18:43 I can help you with that.
- S1 18:44 Based upon your experience, what would you identify some of the dispositions and motivations of international students?
- S2 18:54 So, that's students coming here or...? Give me example.
- S1 18:59 So, what I'm looking for here, I guess it could be reverted, but I'm thinking about a disposition or motivation of somebody that would like to travel internationally and study abroad. What are their motivations, what sort personalities or dispositions would they characterize or have?

S2 19:17

I think there are several buckets here. I think there are many factors. I think there is a small bucket of the students that are introverted, they're shy, they're away from home for the first time because they're fairly young, they're used to maybe going to Florida every year and have never really thought about going overseas because of their introverted personalities. And I feel there's that small bucket that's like, "I just want to do it to do it," and those are the most surprised and happy. And at the same time, that same bucket, is also the one that I feel has the most negative experiences. And I say that because there's the ones that go out and they're taken in by someone and they're shown around and they're made comfortable, and they understand, they're ready and understand that, "Oh, this restaurant isn't as clean here as it is in Toronto, or New York, or Winnipeg," or wherever you might be. The ones that say, "That's cool. That's charm. It's the way they are." Then it's the same group that also sometimes encounters the problems of, "Oh my gosh, this is really dirty, I can't eat here". And they don't realize that much of the world operates like that, and how fortunate we are to have the sanitation and regulations that we have here. So I think there's that first bucket that's on both sides of the fence. That's the one that needs to best cultural training. That's the group that really needs to be prepared. When students fail overseas, it's always because their expectations were not embedded in them well enough by the institution, the

people preparing them; their parents, their peers, et cetera. So, that's a controllable thing that I feel is often overlooked unfortunately.

S2 21:08

There is another bucket of students that are just the young go-gos, the adventurers, the I-want-to-learn, I-want-to-see, taste, travel, et cetera, and those are the easiest ones, and the easiest ones to send overseas because they are adventurers, they're risk-takers. There's that fear that sometimes they're going to do things that maybe they shouldn't but I think they are motivated by seeing the world. They've heard so often, especially in this industry, whether it's tourism, whether it's a hospitality that, oh, I got to work in Paris and do an internship. I got to work in [?] in Uruguay and did an internship or I got to do an internship or I did the GI bill overseas in Indonesia and Bali and I got to work there. And you hear this so much especially in North America, we are really a well globally traveled society. You hear this from your parents, your aunts, your uncles, your friends, your cousins, so you want to be part of it. So there's that group that motivates them. They want to be just like everyone else. They want the story like their parents, or their friends, or their parents had that worked here, studied here et cetera. There's that group as well, so they're very motivated by belonging, by saying I want my own stories too.

S2 22:25

Then there's the other one that's pure and simple. Really recognizes what there is to learn. They're very well read. They're academically inclined. They go to Mexico and they know, Oh let's see some Frida

Kahlo. They go to Mexico and say "Oh let's see they Myan ruins, let's see the Aztec ruins, what's the difference between the Aztecs and the Myans? What do they eat? What do they eat? What do they see? Why do their ruins look like this? What's the difference between [Tal Cual Tijuana?] and Mexico City?" They care what's going on in Oaxaca. How can they chili in Oaxaca? And they use this chili in Guadalajara and this Chilean Jalapa, or the Jalapeno comes from, for example, and they really know what's going on. They're well read, they follow the blogs, they follow their favorite chefs and cooks, and international travelers. They are the ones that really get it. They're the ones that are going to come back, and if they become entrepreneurs, they're always the ones that are going to have something in their report, in their dishes that was influenced from their overseas travels. Because they understood it going in, and they get there, and they're able to qualify their hypothesis before going overseas. Which is why academics are so important and it's why it's so important to teach them to understand and to read books that took place in certain places.

S2 23:45

So I think that third group is really motivated by finally seeing about what they've been hearing and reading about, and kind of putting that check mark to an understanding. Even taking it to the next level and even taking it to-- like I said to Frida Kahlo - the list goes on forever. Cultural icons, every country in Latin America has many that have made international acclaim through positive and

negative press, but there's something to learn from all of them.

UNESCO bar in Columbia, who was the number one food bank in Latin America, people didn't realize he fed more poor people than every food bank in every other country around him. And there's a lot to say about that. So, I think those are the things that are very important to understand and I think that the motivations come from those three groups. There's the ones that, "I want to grow up. I want to be an adult. I want to live overseas. And I want to get out of my little, bubble is the wrong word, but I want to get out of my-- I want to see something new in this world. Explore something I haven't seen." There's the ones that were always meant to do it. Do it now, because they're well read on it, which is very important. That's kind of--I don't know if that--

S1 25:02

That's a fantastic answer. That's really good. What do you perceive to be some of the complexities associated with partnerships in Latin American post secondary institutions? That's a broad question for you.

S2 25:14

Yeah, there is. I've actually had a lot of experience with post secondary institutions. I've been fortunate to have sign agreements successfully in Brazil, Peru, Chile, Argentina. No Argentina no. That's a great example. Okay here we go. These large institutions, medium-sized institutions in a lot of these what we might call developing South American countries, although I feel they're all developed but we use United Nations lingo. Growing

economies, that's something that I like better. These growing economies have the problem where regulation [chuckles] is slightly non-existent, and they've gotten into this whole case of almost future expectation where they've been able to kind of say, "Yes, yes no problem, handshake, everything's okay." Many of them aren't used to the complexities of agreement, but what I've experienced in Latin America that was most interesting is, although I would put for example, they would omit pick up at airport for students, no no no, we don't put that in the agreements, we don't use that agreements. They would be the first institutions that would go above and beyond doing the airport pickups, where I've seen directors of colleges and institutions in Latin America take the students to their home to meet the family before starting. I mean they have that incredible hospitality, an incredible sense of hospitality and belonging. And I think it's a collectivist society and because it's a collectivist society and they're very proud when people come to visit them because they're not a Paris or London yet, they want to show what they know most people don't know about them. So, there's that pride in place that takes a huge, huge step in all of this.

S2 27:23

So although, on paper, it's very difficult, I mean the timing for contracts, I've had a contract with a college I won't name that took 8 months of back and forth and I would answer in 24 hours and they would answer in 10 days or 2 weeks. And that's kind of how it worked. I had to get used to it. It happened often all over South

America forming, but at the end of the day they stepped up to the plate the hospitality, they really took care of the students very, very well. And they great experiences that I feel are not duplicated in Western Europe or North America where our pickups are outsourced to limo agencies and/or transportation agencies or trains as opposed to the personal car of a school leader or an international school director, international school manager, or even admin staff who happened to be on the other line working on the visa with you. So I think those are some of the intricacies of working with these things. It's that patience, it's a very "manyena, manyena, manyena" attitude in most of Latin America, which I've seen change in the ten years I've traveled. I spend six months a year over a period of ten years on the road, and half of that was in South America. You get to understand it. It's frustrating as a Western-educated, get-it-done, get-it-signed, and move-along situation. But that's how that goes. How are you?

S3 28:58

I'm great. How are you?

S2 28:58

Good.

S1 29:00

Are we okay in here or do you have a class right now?

S2 29:03

No, you guys are--

S3 29:04

I'm done for a while.

S2 29:05

We'll go. We'll go to room B. We'll do that so you can get settled in. What's in your cup can I ask? Is that nearby?

- S1 29:16 Continuation. November 25th. My next question for you, did you want to continue on? We had--
- S2 29:24 No, I think I touched on that one pretty well.
- S1 29:26 Are you aware of any successful models for international programs that you believe should be considered as benchmarks? You're the right person to ask this question.
- S2 29:37 In terms of models, unfortunately I've been privy to a lot of different institutions, both here and there, and I've created relationships wearing different hats. However, I think the most successful model is the relationship model, and I think that's where most
Institutions fail. Within the relationship model, I would identify the follow-up and the non-business relationship as being vital to its success. And by that I mean in Latin America, calling someone because you need something all the time is not a good approach. If you do do that, I would definitely recommend that you have a random call to see how they're doing, how the students are doing, check-ins. Unlike Western Europe and much of North America where there's always a what do you need expectation, I don't find that with Latin America. So I believe institutions to be successful have to create a relationship where they will schedule themselves to reach out to their partners, whether it's to say hello for a holiday, whether it's to say a happy birthday or a happy national day, or to check up on their students, just to kind of see how things are going,

or to give a update, hey, we took your students to the farm yesterday. They loved it. It was great. Some great pictures, or whatever it might be. I think that relationship side is often overlooked, often omitted, and I believe the most successful institutions will be those that maintain that relationship with their said partners in Latin America.

S2 31:30

In my experience, I have taken many of my relationships from institution to institution, here in North America, in Canada, and the States, and been able to maintain it, because I did have that mutual respect and understanding for them as people, and really cared about fostering the relationship with the appropriate people, or everybody really, that I had to work with in these institutions. So model, well I can't point to one directly, I can't tell you that Princeton, or Yale, or Harvard do it best, because I don't know how they're doing it. I can tell you that the relationship is the way to go. Especially, if you're an institution of a middle grade with little or no, I guess, industry stature within North America, you need something outside of that to make yourself well-known. And I believe by creating relationships, a lot of these smaller colleges, a lot of these smaller schools, and associations, will be very successful in landing some partners who are very well-renowned, and operate at great international levels, which everyone's always looking for.

S2 32:44

So again, the relationship model is the most successful model. It's understanding them. It's building their confidence, so if you do have a situation with students, for example, which will always happen based on volume and life, you'll have that understanding to be able to not even need to apologize sometimes, because they'll already understand that this is going to happen. The expectations have been set through conversations and relationship, that once in a while things don't work out and we're going to overcome it and this is how we're going to do to correct it. I think oftentimes everyone kind of-- it's that terrible, terrible, terrible thing and stigma in hospitality. It's actually not a stigma, it's a practice, where the server has been waiting for the kitchen to redo the steak, which was overcooked the first time, and it's taking so long. And they, rather than communicating with the table, they're hiding in the back saying, "Oh my god, I wish I had my steak. I can't talk to them. I can't talk to them. I'm afraid," and they hide, as opposed to grabbing the bull by the horns, and communicating effectively, creating that relationship with the customer. Because the relationship is established with the customer the same way it's established with an international partner. You'll have that same understanding, you won't need to hide, you won't need to be worried and afraid of anything. So the relationship model first and foremost, in Latin America, in my experience, is the way to go.

S1 34:09

Perfect.

Appendix D - Transcription: Interview Participant 2

- S1 00:00 Any questions before we get started?
- S2 00:01 No.
- S1 00:02 Which emerging Latin American countries or specific institutions, do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program with the study college the Greater Toronto Area? So Latin American countries, any specific institutions that you believe represent the most potential for establishing a collaborative partnership with hospitality and tourism?
- S2 00:27 You're asking about two things, a country and any institutions.
- S1 00:31 Sure, and or. So if you're thinking about a Latin American destination, then maybe we could zero in. And you probably with your level of expertise, we can probably get into the institutions then. Some people would have less knowledge, based on that specificity.
- S2 00:53 Taking into consideration the fact that the college has expressed no interest in developing partnerships in Latin America [chuckles]--
- S1 01:02 That's tricky, isn't it?
- S2 01:03 There are institutions, I'm sure, but it's not something that we have explored.
- S1 01:08 No, it isn't. It's not on the radar right now, right?

S2 01:10

Precisely, because [?] has made that clear. Having said that though, we already have a partner in Brazil. Brazil, in terms of the country, I would say Brazil seems to be the largest market in Latin America, even bigger than Mexico. Mexico tends to have a closer affinity with the US. They're a little more familiar. They're closer. They have a longer standing relation and tradition of collaboration, as well. That makes it a little more challenging for Canadian institutions to go into that market and try to collaborate with them. Brazil basically becomes the largest opportunity for us as a country. We already have a partnership in Sao Paulo with SENAC, which is the largest post-secondary institution in Brazil for hospitality and tourism. They have over 1.1 million students across the country in different campuses. So they're in every state of Brazil, they have campuses in every state of Brazil. They tend to operate quite independently, but they're still part of the same institution, same organization. And the biggest campus is in Sao Paulo, which is the University Campus, and we already have the partnership with them. We haven't explored partnerships with other ones - the other campuses in the different states - simply because we are dealing with the largest one.

S2 02:55

But although we have the largest institution, you'd think they would offer a bigger [inaudible] opportunity. In reality, they don't. They seem to be very protectionist, the students-- it is a public institution that is fully subsidized by the industry. So a percentage

of what the private companies contribute or pay in terms of taxes to the government, a percentage of that goes to funding this institution, SENEC. That's really how it operates. And so it becomes a politic institution run by the government, and they are very restrictive and protectionist in terms of the students. They don't want them to go abroad. They don't have a great deal of experience doing international work, they only started doing a few agreements for international partnerships recently - in the last five years, I would say. Before that, they didn't even have an office that was dealing with international institutions. With these international [?] institutions, they were not sending students abroad. So more recently they got started sending students to the US, simply because the US is giving them the scholarships. They have the same expectation from whoever they deal with internationally, they want scholarships, and that's the only way they will send the students abroad. But they won't send them for a long term, they will not send them on [?] or the students go away and completely stay somewhere else. They want them to stay with them. The partnership has not proven to be tremendously fruitful for us, just because they haven't sent students. But we do send the students there for practicums, so for placements. They own two five-star hotels, and they have opportunities for placement. So we send a few students there for placements. That's pretty much the extent of the relationship we

have with them. There are a couple more universities that are private universities.

S1 04:47

This is within Brazil as well, or...?

S2 04:48

Yes, it's within Brazil, within Sao Paulo. Within the State of Sao Paulo and within the City of Sao Paulo. One is called [?] and the other one is called Mackenzie. They're both private universities. They both have strong hospitality programs. [?] has a stronger reputation in the market, and it has stronger hospitality programs than Mackenzie. I have visited Mackenzie in the past. I haven't visited [?], simply because I didn't have the time to visit them. However, I've always received very good feedback from industry people about the level of education these two institutions deliver, so they are good candidates for partners. In the ideal world - my suggestion - if we were to explore a partnership in Latin America, my suggestion would be to replace the partnership we have with SENAC, with a new partnership with either one of these two institutions, Mackenzie or [?]. Preferably [?] because the students have the ability to pay. It's a high end institution, they have students that are willing to pay, has good reputation in the market and a strong hospitality programs.

S2 06:10

The challenge is though, whether they want to partner up with someone like [the Study College] or not. That's the question that becomes critical. In the past, I did have the opportunity to explore potential-- there was a time - when after we signed a partnership

with SENAC - there was a time when we decided to explore all the partnerships, especially for all the academic divisions within the college, including business. So I went and I visited some of the best business schools and private schools, also universities in Sao Paulo. I didn't feel it was beneficial for us to venture outside the City of Sao Paulo, because Sao Paulo is the business hub of Brazil. All business are done from from Sao paulo. You can go to Brasilia and that's the capital city, but it's like going to otherwise, no business. It's just the government. We are in the business center of Canada as well. So it only makes sense to point it out with a similar environment. So I visited the top universities in business schools in Brazil, in Sao Paulo, and I couldn't get any traction with them. These were institutions that I used to partner up with schools like Harvard, top schools in the world. So then hearing about a community college, a polytechnic institution like [the Study College], was not of interest to them. That's basically the essence of the kind of response I received.

S2 07:46

That made it challenging. So soon after that, the school of business decided they didn't want to do work in South America. So I should no longer continue on pursuing partnerships with them, and instead focus in Europe. So that's really where the situation is with Brazil. In Mexico, there are many good institutions as well. Colombia has very good institutions in hospitality and tourism, they have good cuisine. And they also-- I mean, wherever I go, there's always

expression of interest of academic institutions. So it's hard to keep on putting the wall and saying, "No, no, we can't do it." It's not for the lack of interest on the other side, but on our side primarily.

Having said that though, it's good that we have remained focus on just keeping the one partnership with SENAC. They can get pretty crazy, but it's simply because of the fact that the way that the Latin American market operates, they're always and constantly looking for money. Individual applicants tend to have the ability to pay, and it's important to recognize the difference that individual applicants and students that apply on their own to come and study credentials here - full credentials - will have generally the ability to pay. But when you're dealing with an academic institution, they'll always want some kind of deal. They'll always be trying to negotiate some kind of deal, and that may include scholarships, reduction in tuition fees, freebies, pretty much. That automatically reduces the level of interest.

S2 09:35

So the financial aspect becomes critical. The other aspect is also the fact that there is always a political risk attached to whoever you're dealing with, and whatever you're dealing. The economies in Latin America and the governments in particular, tend to be quite volatile. They change fairly quickly. For whatever reason, governments change fairly quickly. And every time a government changes, you need to start all over again. Because a lot of the jobs and positions of management and executives and that kind of institutions

in government departments, tend to be politically appointed. When the government changes, they change too, and that's a challenge. And that may also signify the fact that the financial instruments that are usually attached to programs for study abroad, will also change or disappear. So just as the case in Panama, where we got a group of 12 students that were funded by the government in the [?], and then there was a change in government last year - a new president, new people - program disappear, and that was it. It's all kinds of gimmicks. So that's the reality of dealing in Latin America. I hope that's not a long answer.

S1 11:03

No, it's a great answer. I think it was really good. It's thorough. So if I were to say I'm not working at [the Study College], because you started off the comment by saying we know we have a mandate that we were really focusing on institutions that we've already developed a relationship with, and harboring and nourishing that. Is there another market in the emerging countries that you think is something that - longer term, three five years when we have a different perspective on expansion - that you would say this is a hot button, this is where I want to take the business?

S2 11:37

Yeah. In my past life, I used to do a lot of international corporate training. Which is not something that [the Study College] currently is doing or is geared to do either. It takes a little bit of infrastructure to be able to that effectively. Actually, not necessarily true. This little project we deal with Panama, it was a small example of

corporate training. They wanted us to develop a program that would meet the specific needs of training for hospitality and tourism. So they send a group of 19 students, half of them will go into one year certificate in hotel management, and the other half will go into a certificate in culinary arts. That was also before getting to that level, they had to also go to the whole ESL program. So we had to customize something for them. Basically, we took programs that were already developed and put them together, and that was it. But corporate training is a big market in Latin America. Simply because of the fact that when North American corporations or international corporations land in Latin America, they don't necessarily bring or believe into the professional development of employees. It becomes another cost to their operations in Latin America, and therefore they don't feel it's absolutely necessary. That has changed in the last 10 to 20 years. And they've realized that it's important to keep up with technological developments and skills upgrades, and to elevate also the level of education within the country.

S2 13:26

A lot of corporations have decided to start outsourcing their training, which is not necessarily conducted by their human resources department. We used to do a lot of work in Brazil, for instance. And I was at-- I used to work for the Northern Alberta Institute of Technology, and we did a lot of-- that was basically their bread and butter and need, called International Corporate Training. We used to do a lot of corporate training for

Petrobras, the national gas and oil company in Brazil, for PDVSA, the national gas and oil company in Venezuela, Pemex in Mexico, Schlumberger in Brazil as well. We used to train all their heavy equipment mechanics. So that kind of work. Now, they weren't very specific. Because me being in Edmonton, is the cradle of gas and oil in Canada. So they knew their strength fairly well. They new exactly what they could offer, they knew exactly what they could deliver. And based on that, they could just go abroad and sell that. It was a very clear mandate and very profitable too. Our clients were ExxonMobil, Shell, Petro-Canada, Petrobras as I mentioned, Halliburton, a lot of kind of clients. These guys had no problem with paying whatever was in the--

S1 14:54

That sounds actually quite interesting.

S2 14:57

It was very, very profitable. When Libya was under embargo with the US, we basically would take all the corporate training for the national gas and oil companies in Libya, and they will send us 200 trainees like that every year. 200 to 300 trainees, every year.

S1 15:14

Do you think there's an opportunity with Latin America for something that they're looking for? If we were to put on the whole idea of culinary arts or hospitality tourism, is there a market within that region - either Central or Latin America - that they're just hoping to acquire some skills?

S2 15:30

I think there is. What is important to keep in mind though, is the kind of industry that you're dealing with. Because the hospitality

industry will never be as profitable as the gas and oil sector.

Therefore, companies are going to be [crosstalk], and the margin of profit that you'll be looking at is a lot less if you're dealing with a gas and oil company. There are companies right now doing a lot of business in Latin America, hotel chains - Spanish hotel chains - doing a lot of work in Latin America. Where they've set up training centers in Cuba, because it's just the cheapest location you're going to find. And the locations are offshore, so that's what they use as a training facility for all their hotels in Latin America. How is your school going to compete with the facilities being built in Cuba?

S1 16:32

And it's still more economical for them to do that on an isolated island, than flying back and forth to Central and South America, than it is to-- it's interesting.

S2 16:40

Now, there are ways that you can adapt to the local market demands and conditions. You could compete with something like that, but you have to adapt. And in adaptation, it'll be an issue of margins.

S1 16:55

What do you believe are some of the benefits of establishing short-term study abroad opportunities for students between the study college in the Greater Toronto Area, and an institution in Latin America? So some of the benefits of establishing the short-term study abroad opportunity for those students.

S2 17:14

For the students or the institutions?

S1 17:16

We could take either.

- S2 17:18 So I think some in a nutshell: skills upgrade, upgrade of education levels, technology transfer, knowledge transfer, capacity development - all of those are benefits that come along with establishing this kind of partnerships. Whether you do it in Latin America or the Middle East or China, it doesn't matter. All those factors will come into play. The fact of the knowledge transfer and capacity development, they are both very obvious because you're transferring know-how, capacity. You're developing the skills of people that are otherwise, will have no access to. For [the Study College], it's the expansion, the branding, the recognition, and the ability make a profit as well, because you'll be taking people from there.
- S1 18:23 Based upon your experience, what would you identify as some of the dispositions and motivations of international students?
- S2 18:32 Oh, that's an interesting one and there's not a short answer for that. The motivations that international students have to want to travel. I mean, you could look at it from different perspectives really. But if you put yourself in the student's shoes - let's say, in Downtown Bogota - why would they want to leave Columbia and come and study here? Well, safety plays a big role, economic reasons, stability, sustainability, a future that would otherwise not be accessible to them. There are different levels of economic lifestyle and economic pressures - political pressures - that play a role in somebody's decision. Why they want to leave their own country and

come in and study here. Definitely, I would say safety, sustainability, and a future.

S1 19:38 How about the reciprocal to that? People going outbound to other countries to Latin America.

S2 19:45 Canadian students wanting to go to Latin America? I think it's a personal interest. There's definitely a factor that's got to do with personal interest. Level of knowledge, they want to increase their level of knowledge. Their curiosity, I think is [?] factor with Canadian students. But more than anything else, I will say they want to increase their level of knowledge, raise their awareness of other cultures, learning about other cultures, learning other languages, learning different kinds of foods. Yeah, that's what it seems to be. They're definitely not looking for an increase in economic stability or a better lifestyle. A lot of them make a compromise to be able to go to these places. I've seen Canadian students applying for student loans, to be able to afford and go there. So it's definitely wanting to learn about something new that they don't have access to here.

S1 20:57 What do you perceive to be some of the complexities associated with partnerships in Latin American post-secondary institutions? That's a big one. You touched a little bit on that already.

S2 21:07 Yeah, I did.

S1 21:08 What are some of the complexities that you think are associated with Latin America?

- S2 21:12 My very, very fundamental question has always been when dealing with a new potential partner or a prospective partner is - how well are their institutional values align with [the Study College] institutional values?
- S1 21:30 That's a very important question.
- S2 21:31 Yeah. It's a fundamental question. But if you're not able to answer it, I don't think you should be pursuing that partnership. And then the second question is, what are the benefits or the mutual benefits we're going to gain out of this? What is it that they are interested in gaining out of partnering up with us, and what are we going to get? So the biggest challenge is aligning the political ideologies, the internal ideologies of both institutions. Where again, you really have to be able to understand the corporate culture of the institution. You have to understand how they operate, and why they operate the way they do. One of the pressures that they have internally, because a lot of-- you have to also combine that with the level and knowledge and understanding you'll have about the country. A lot of institutions do not. To give you a perfect example, they will send a lot of delegates - politically, a lot can be done - and they will send a lot of delegations that are basically funded by governments to explore partnerships in Canada, let's say. They send a group of Mexican directors from different institutions to explore partnerships in Canada. Well, there's a variety of reasons why this group may be coming here. It may not necessarily have anything to do with

actually wanting to do partnerships. One of those reasons could be the fact that the government has money left over from the last fiscal year and they need to spend it, so they need to give up a trip to these people. It may be a recognition for hard work done throughout the year. They have nothing better to do and they decide to send them to Canada. They may sound like very strange reasons, but I've seen them happening.

S1 23:35

Those are the realities.

S2 23:36

That's the reality. And then there may also be a group of people that may come, actually wanting to do partnerships here, but they have a very specific level of institution that they are looking for. So they might want to partner up only with universities. Universities in a very specific field. Looking for funding, universities that would be able to offer them funding for doing-- I don't know, join the search maybe. Why would they be looking for that? Because the government has said to create a new funding program that will increase money going to these institutions in that country, if they develop partnerships with Canadian institutions. Can we offer that? No, we can't. It's really important to understand the dynamics of the environment, the context in which these institutions operate, before you understand the institution itself and why they operate the way they do. I hope that answers--

S1 24:44

It's a great answer. I'm just thinking back to your first statement, was about the values and aligning values and mission-vision values.

How do you find the-- you can't just do some internet scoping. You have to go to the country, build a relationship, figure out what they're looking for. What is the best way to determine whether or not your values are aligned?

S2 25:03

It's a combination of factors, really. It's not a one answer fits all. Yeah, you do spend some time in the computer, looking at the institution and then you get your references from trusted sources, of course. Yes you do visit the institution. Yes, you do meet the people, and you have to meet the key decision makers. The minute that you go to an institution and you want to meet the president of the institution and he doesn't have time to meet with you, that's a big red flag. Because I'm there representing [the Study College], and I'm going to be the key contact in this relation. If he doesn't have the time to see me - even if it is for five minutes, at least shake my hand - I don't think that's the right institution.

S1 25:49

Yeah. it just might not work out.

S2 25:52

Exactly. Nine years, they're going to be like that the rest of the way. But if he takes the time to at least meet me, greet me, even though I understand he may be very busy. [?] to me. And so all of those dynamics play a role, and you get a sense of the kind of institution it is. If they just want to socialize and they just want to party too. Not necessarily unacceptable, because it is a tradition in that region of the world. But to a point, everything goes to a point. If you come

S2 27:55

Well, I think you need to define programs. What do you mean by programs? Programs can include anything and everything, between here and the sky. You need to define it more concretely in terms of what you mean by programs, because there are different models for developing. Is it a model to develop partnerships or is it a model to develop programs that you're talking about? There are different models to develop partnerships. And of course, a million models to develop programs. I do believe there are a lot of-- but it's not about which one is the best model. It's about what works for the institution here. It's about what works for [the Study College]. The models are there to be used, and you can adapt them in any way you want. There would never be a one model that you're going to take and fit it like a shoe. You need to take a model and adapt it according to the needs of [the Study College], and what works between [the Study College] and a potential new partner. That would be the approach, and then everything else will follow to that.

S1 29:13

So with the existing model - let's say the partnership model between ourselves and SENAC - it has been relatively successful with outgoing students, but not so many incoming. Is that-- ?

S2 29:24

Well, we have received the students from SENAC that come for a one semester study for culinary and for-- now we started with IT and-- mainly culinary. But the reason they come here is because we're giving them scholarships. [?] scholarships. The emerging

leaders from the Americas from [?]. So that's the only reason they are coming here. I know that they send students to Denmark, and the reason why they send more students to Denmark is because Denmark gives them more money. They give them more scholarships. But they send maybe ten times as many students to the US than they send to Denmark, because the US give them tons of scholarships.

S1 30:07

Very interesting.

S2 30:09

They go where the money is.

S1 30:12

So with the successful partnerships, what is the key to that? Is it the ongoing maintenance of the relationship? Does it have to be a person-to-person, or is it more institution and-- ?

S2 30:24

It's important to always have a key person, and a lot of partners will tell you that, "I want one person to be dealing with." But that's really not what defines the success. What defines the success of a partnership, is the mutual benefits that both institutions get out of their relation. You can have ten people dealing with the same partner, which is going to create a lot of confusion, but it may not generate positive results and a lot of frustration. So it really comes down to the benefits that both institutions get. And that's why it's important to identify, in very early stages, what are they looking for. If they are looking for to do student exchanges, per se, but that's not what we want. Guess what? They're going to keep on insisting

about a student exchange. Every time we sit down and talk, they're going to ask about student exchanges.

S1 31:23 And that's why we're talking about a marriage that's dysfunctional, right?

S2 31:26 Yeah, exactly. We're going to be talking about, "No, we want your students, we don't want to send students." They'll come back next year and say, "Okay, so what about the partnership? When do we start?" "Well, let's start it." "Okay, so let's do student exchanges." "No, we want your students, we don't want to send students."

S1 31:43 You see that happening on a regular basis?

S2 31:45 Oh, I see that happening all the time. Yes, the institutional values are important, but it's academically-- remember, we're talking about academics here. That is the most-- that's like the heart of the whole thing. The academic aspect is the essence of the life between the partners. Their academics have to be very well-aligned and they had to know exactly what they want, which is really hard to define sometimes. They like going to a location, they like traveling, they like this and that. But a lot of times, they forget that unless these factors are in place - the academics, the values, the politics are aligned - it's going to be hard to make it work.

S1 32:40 It's difficult to point some of these things. Dual benefits. So in the process then, I guess what I was trying to go for, so that I understand the process a little bit better. So not necessarily a

specific model or a partnership, but maybe the process itself. What have you found to be-- maybe you could walk me through a successful practice that we've done or that you've-- so let's say that you go into

Nicaragua or Panama or - whichever country - Colombia, and you say, "This is a great institution." You visited them, you've gone for discussions, it's flourished, it starts to become that marriage. What is next? Is it important to-- I guess that also depends regionally and based on personalities and relationships, whether or not you formalize it with an agreement or-- how do you start to quantify and tangibilize and create the process?

S2 33:31

I think flexibility is a big factor. I cannot give you a good example in Latin America, unfortunately. Because the only partner we have is SENAC, and it's been--

S1 33:43

It's been there for a while.

S2 33:45

It's been there for a bit, but it hasn't been - to my opinion - it hasn't been the best relation. I can give you an example in Denmark - KEA - which has nothing to do with hospitality and tourism but--

S1 33:57

Wait, which company?

S2 33:58

KEA, Copenhagen School of Design and Technology. And with them, the relation took about a year to materialize. They came here, they visited us initially, but they expressed interest in collaborating with [the Study College]. They had a very specific idea about

architecture. They wanted to start with architecture, but they were open to also collaborating other programs. They just didn't want to do it immediately, they wanted to start small. It's important to always start small. But before we get to that initial stage, I did the homework. I did all the background work and learning about the institution, getting references, contacting the Canadian Embassy in Copenhagen. And got references from them, from all the economic institutions, from the European Union - all the partners that were dealing with them. So all of this, it starts accumulating and you need to start filtering out what's critical important and what's not. So then everything was coming back with green flags. We said, "Great," then pay a visit there, get to know the institution. See the institution, if they actually have a building or is it just a hole in the wall, because a lot of them will be a hole in the wall.

S1 35:21

That can happen too, right?

S2 35:23

Actually meet the people. I have already met the people that came here. So they were happy to meet me, they were happy to spend time with me. They introduced me to more people that were going to be key players in the relation. And then I take all of this information to the dean in technology, and initially she didn't want to proceed with it. But I felt confident that this relation was going to be positive for [the Study College], based on the work that I had already done - the scouting. So I insisted at it, and so then I went

back to the partner and said, "We're getting some resistance because they don't only want to do exchanges, that's what they want [to the initial?] exchanges." They said they want to do a little more, "We want to do faculty changes, we want to be able to send students to complete degrees there, complete pathways." So they went back, talked about it, came back and said, "Okay, let's do this too."

S1 36:21

It's exciting, right?

S2 36:21

Yeah. Take it back to the dean and then she was a little bit more positive about it. She said, "Okay, let's start something." We started. We also even did a survey of the students to determine if they would be interested, and half of the class indicated they would be interested to go to Denmark.

S1 36:43

You're making me interested to go to Denmark, it sounds fantastic.

S2 36:47

We started, we signed the agreement. The agreement included, basically, student exchanges for one semester, then path which is for degree completion in architecture, faculty exchanges and joint projects for activities with one program. And immediately, the results were very immediate. One student got exchanged, one of them came, one of them went - one of ours went - and then we had seven students that applied for degree completion pathway that same year. Two faculties went, three faculties came here. It was very immediate results. And that gave me a good indication of the institution, that they knew-- now these guys have been doing

international work for many years. They had been doing student exchanges for many years, but they didn't do recruitment, international recruitment. So that became another area where they said, "Well, we would like to get started doing international recruitment. Can you help us?" That's what we do here, that's what we do at this office, that's the bread and butter of this office. So we said, "Sure, we can help you with that--

S1 37:58 Sounds like a good partnership.

S2 37:58 --and then you guys can help us with the student exchanges."
Because that was a nuisance here in [the Study College], student exchanges was something completely new.

S1 38:07 How many years have we been doing that then?

S2 38:09 We've been working with them for six years. But now we have architecture, fashion, IT. Jewelry is going to be the next one. What else? Oh, and graphic design. All of those programs are in partnership with KEA.

S1 38:32 Denmark would be a great destination for a lot of those, right?

S2 38:36 It is, it is.

S1 38:37 What do you find the greatest benefit for those students coming to Canada or coming to Toronto?

S2 38:42 For the ones that come here, they get exposure and they get experience working here in North America.

- S1 38:50 And that's sought after in Denmark? I suppose it is, right?
- S2 38:53 It's sought after in the European-- within the European context. And
for our students, the ones that go and complete credential there, the
fact that they get a credential in Europe, they can come back and--
- S1 39:02 Work anywhere they'd like.
- S2 39:05 Yeah.
- S1 39:05 That probably adds a lot of value to their resumes.
- S2 39:07 Oh, big time, big time. Some of them don't come back. What I
found quite interesting was that-- we may not be aware of this, how
many [the Study College] students actually have European
credentials, European passports. Which allows them to go there and
live there, stay, work, study - whatever they want.
- S1 39:30 So that is part of your current responsibility as well, is the Europe,
right? Is it? So Europe and the Americas?
- S2 39:39 East and Western Europe, North and South America and the
Caribbean.
- S1 39:42 Wow, that's a huge gamut. It's only a third of the world,
right [laughter]?
- S2 39:46 Well, it's actually smaller. I used to have the rest of the world,
excluding China.
- S1 39:50 Oh really? So now you have three associate directors, is that right?

- S2 39:55 Yeah, we have three here. Well, one is recently attending to-- we have three.
- S1 39:59 So one is Asia, one is Europe, Africa, Middle East.
- S2 40:03 All of-- China and all of Asia. And then the other one is-- Southeast Asia, Africa and the Middle East. And then mine which is Europe, the Americas, and the Caribbean.
- S1 40:13 That's great market you have actually. It's so beautiful. It's good. Thank you very much for taking your time. I really appreciate--
- S2 40:21 Yeah, my pleasure.
- S1 40:21 --you taking the time.
- S2 40:23 Nobody was able to [?].
- S1 40:24 It's been very insightful. And I'm even learning, it's my first time really doing a research paper following-- more than anything, I'm learning how to go through the whole process. And with the formulation of my questions themselves, you pointed out a couple of opportunities that I can even improve on how direct I am with my questions and the selection of words. And it's interesting to see how different people interpret my very question. It's very interesting. It's fascinating, it really is. So it'd be interesting. So what I'll do is I'll take this information afterwards, I'll transcribe it all, and then I'm looking for themes and trends and topics that are repeating concerns, so I can write about my learnings there.

- S2 41:07 Good.
- S1 41:07 I truly appreciate it.
- S2 41:08 Yeah, my pleasure.
- S1 41:09 Okay. Thanks a lot.
- S2 41:10 And good luck with that.
- S1 41:11 Thank you. Because it's very interesting [crosstalk].
- S2 41:13 I'll have to do [?] like that too at some point. So I know what it's
like.
- S1 41:17 Yeah, it's really interesting.

Appendix E - Transcription: Interview Participant 3

S1 00:03 December 1st, 2015. So, thank you again. All right. The first question that I have - please feel free to elaborate - is which Latin American countries or specific institutions do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program or culinary arts at the study college in the Greater Toronto Area?

S2 00:30 Specific names, I can't. I don't know. But Peru, Mexico - those are two culinary destinations that are becoming more popular in the culinary area. We would focus our efforts on contacting, reaching out to those schools. The tough part is finding schools that have English as a possible language to converse in. Because if we send students down, they have to be able to understand what they're learning. One of the things that I've been looking into is Lu Cordon Blue has a few schools down there that we're able to set partnerships with, but we have to consider the educational recognition. So equivalencies. If we send a student down and they're doing a whole course down there, is that one course equivalent to a course we give them up here and is it regulated by any sort of governing body? I know that in one of the South American school systems, they have three levels of certification. One is kind of a research university that produces research and has governing body to itself. Another one is more of a college style

system but it requires no government oversight, they can change or add courses as they want. And the third is what they call an interdisciplinary education system, and it's highly regulated and any modifications to courses or programs have to be done through the educational body of the government. We would have to make sure that any college or university that we teamed up with, would have an oversight from the government. So fit one of those profiles.

S1 02:19

It's very different complexity too, right? How they structure all their schools.

S2 02:24

Yeah, very different.

S1 02:25

I spent a lot amount of time trying to research, to determine, which of the-- what is their governing body and what is their structure, and what is the accreditation. It's such a wide variety of-- it's interesting, because any two journal articles that I read, they were almost juxtaposed in some respect. It was very interesting. So what do you believe are some of the benefits of establishing short-term study abroad opportunities for students between the study college in the Greater Toronto Area and an institution in Latin America?

S2 02:56

I think it's them learning the content. With Toronto becoming more and more of a culinary destination, our students being able to understand foods from different cultures and cuisines is of key importance. So we bring in guest chefs from Peru, but it's a three-hour demo that they do and that's kind of all they get exposed to. If

they can go down and spend a week or two, working or study touring around Peru and understanding more of the Peruvian cuisine or more of the Mexican cuisine or more of Latin American cuisine in general, they could have a better understanding of how they can work within that setting. The limitations for a student are, do they see a value on learning Mexican cuisine? Because in Canada, we place less value on food that we produced at a Mexican restaurant, than food that might be produced at a higher end restaurant.

Because there's a disconnect, almost. But there are strides that have been made to make foods from other countries, more - with the right word - more upscale here. And so getting that across to the students.

S1 04:11

So there's a clear benefit as being exposed to the-- it becomes a reality when you're living in and immersed in that environment. Is there any other benefit that you believe would be through that partnership, that comes to mind?

S2 04:25

I also think that professor swap. So if the students benefit by going down and doing a study tour or doing an externship or internship down there. Whereas if we do a study swap, our professors go down and learn more about that culinary cuisine and bring it back, and incorporate it into more of our general mainstream courses. Foods of the world, for example - one of the courses offered in the culinary courses - draws on food and cultures from around the

world, and each week is a different culture. So if Peru became one of the areas to focus on, or even if we call them Latin American, because there's a plethora of different cuisines that we can tie in. That would be spectacular.

S1 05:05 It would be. Based upon your experience, what do you believe or what would you identify as some of the dispositions or motivations of international students?

S2 05:15 Coming here or going there?

S1 05:17 Interesting. I actually intentionally didn't specify that. But if you could touch on one or both, would be great.

S2 05:26 I think international students who are coming here, the benefit for going down there would be to expose them to another culture and another cuisine. I think international students who are coming from South America to Canada, the benefit for them is they're being exposed to Canadian cuisine and French culture. Well, not French culture, French cuisine because that's predominately what most of our food focuses around, and they bring it back. So I think there's a two-way street there. But if we look at the currency and dollar value, it's almost a barrier for people who want to come up from South America, because the dollar value is so high in Canada for them that there's a disconnect between what they can afford and the value of the education they'd get.

- S1 06:14 Is there something that you believe is their intrinsic motivation? What are their dispositions? What is a student going to generally-- an international student, what sort of dispositions or characteristics would they have, do you think?
- S2 06:34 I can't comment on that.
- S1 06:36 It's a tough one, isn't it?
- S2 06:36 Yeah. And it's one of those ones that I'd give you an opinion, but it'd be a biased opinion.
- S1 06:42 What do you perceive to be some of the complexities associated with partnerships, with Latin American and the post-secondary institutions there?
- S2 06:51 I think we touched on part of that, it's understanding the educational hierarchy and structure in the different countries. It's a challenge, because we have to show educational equivalency if we want to be able to grant them a course credit up here in Canada. Because we're governed by the government - an oversight body - and they require that any degree or course we give, meets a Canadian standard. And so if we're saying we're going to give a student a credit for a specific course, we have to prove to the government that course meets the equivalency from another country. So then we start playing politics. I think that's one of the large challenges, first. Another challenge is politics in itself. Sending students down to Mexico and Cuba, and it poses a whole bunch of different political

problems. In today's global economy, there's an issue with leaders in other countries. There's an issue with politics in other countries, and safety and security. One of the big things we have to consider is if a country is in economic turmoil, is it the best place to be sending our students? So those are key considerations when we're looking at, "Do we want to send students down? Should there be a study tour?" I think there should, but it will be what country will the study tour go to? What educational institutions could house the students? What ones are up to the standards that we need them to be, for us to be able to create partnerships? We've done a lot of partnerships with France and Italy. We're just putting together right now a partnership with - a study tour, sorry - with Asian continents. And those can-- sometimes tend to be tricky, when it comes to the politics.

S1 08:50

Definitely. It's highly complex.

S2 08:53

And it's not just the politics in the educational system, it's the politics in the government system as well.

S1 08:58

Sure, even getting visas or travel documents.

S2 09:01

Yeah.

S1 09:04

Are you aware of any successful models for international programs, that you believe should be considered as benchmarks?

S2 09:10

Yeah. We have an exchange that goes on for post-graduate diploma here at [the Study College], that's in Italian Cuisine. And so the

students go over to Italy and they spend time working Italian kitchens and learning at Italian educational institutions, and they come back with that knowledge and that expertise. We've also just put together a French pastry program, where students go over to France and they work in French kitchens, learn from French schools, and they come back. And so these experiences are invaluable to students, and every year they have enough subscription to be able to run. So I think those are two examples that we could draw on, to be able to create other study tours. And we are, for other study tours that we're putting together right now, those are kind of the two models we're using to do it.

S1 10:07

What do you believe makes those most successful?

S2 10:09

The professors.

S1 10:10

The professors? Okay.

S2 10:10

Yeah, I think that it's-- because if we think about the programs, [Name of Professor] does the Italian program and he's not in Italy. He's talking to Italy, he's talking about what he needs to do for the next semester. He's talking about, "I got seven months to get everything else ready," and he's-- that's what he does. He puts his heart into that program, and he puts his life into that program. And then Frank [pseudonym], who's running the French pastry program, same thing. The guys, they spend a lot of their time working and building that connection, that relationship. Going back and forth,

creating the programs that work. And I think that makes the difference. If it was one of those programs where you write the program and, "Okay, let's administer it," it wouldn't survive. You need those, the people that drive the programs. That's what makes the difference. I mean if John [pseudonym] stopped the way, those connections fall. If Frank [pseudonym] steps away, those connection will fall. And so it's the connections we build that create that relationship. It's not a fragile state, but small changes can always cause issues, right? First movers, that's kind of the philosophies, that you need champions. And I think there are two champions.

S1 11:32 Definitely. I agree wholeheartedly. It's also - I shouldn't say it on the recording - but it's a common theme that it really does come down to connections and relationships.

S2 11:40 It does. And people who are willing to take up the mantle. I know here at [the Study College], we have swifts. This is just for you.

S1 11:53 Hang on one second.

S2 11:54 No. This is just for you. I mean some people, they go by the hours. It's kind of a law, "I've worked my 12 hours in the class and I'm done." There's a lot of us that don't do that, and John's [pseudonym] one. He's here all the time, he works more than he's swifted for. Frank [pseudonym] works more than he's swifted for. That's kind of

what you have to do. The job is more than a job, right? It's kind of your life, your livelihood. It's got to be something you enjoy.

S1 12:24

Well, my opinion on that is - if you see life as a job, then you look forward to retirement, right? Then when you retire, you realize that you really wish that you were doing what you used to do. Whereas, you could just choose to really love what you do now and then you never really want to retire, and you're enjoying the moments as they come along rather than waiting for something to come. It's interesting. And both those gentlemen have a hugely positive reputation for that passion, right? And it's hard to say that about somebody that doesn't love what they do. It's interesting. I'm going to shut this off here. That was extremely efficient for an interview. It's interesting. For me, it's fascinating because

Appendix F - Transcription: Interview Participant 4

S1 00:00 Interview candidate number four. It is December 2nd of 2015. Here we go.

S2 00:09 Test one, two, one, two.

S1 00:12 Which emerging Latin American countries or specific institutions do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at the study college in the greater Toronto area?

S2 00:29 What a great question, Mr. [McCarthy?]. Emerging countries in Latin America, if I think right away about countries that we can potentially create pathways, I would think about Mexico, I would think about Brazil, I would think about Argentina. Those are the three countries that come to my mind right away, based on their number, the population, based on economic feasibility, and based on reputation when it comes to hospitality and culinary arts. As a secondary list, I may include Chile, I may include Colombia and Venezuela. But again, these are very difficult markets based on the instability in their governments and many other things, and security. The question is related to what we believe we can also create pathways, or these are inbound of the students. Are we thinking about also an exchange, potential exchange--

S1 02:00 So most potential for a collaborative partnership? I haven't defined what that means, whether or not it's outgoing and incoming exchange.

S2 02:07 [?] my answer to that, and say that, if we-- the college also sees-- I don't have the key indicators that define a country as a potential partner country, but what I can say is that, safety and security and political stability is a factor. For example, we do not have any formal partnerships in Mexico because of that. We do not have any other partnerships other than in Brazil right now because of instability, security, and political instability. So that's the main reason why, for what I know, the college has not been very aggressive with the Latin American market.

S1 03:03 So from the perspective of Central America, I understand we have a relationship with Panama, is that considered to be a partnership or more--?

S2 03:11 It is a partnership. Panama is-- thank you, I didn't even know-- although we had a partnership with Panama, I didn't put it as an emerging country that will be-- because based on population and based on opportunities, it's minimal. Panama, we were able to partner with one organization for externship opportunities. That organization also have a school. So we have a dual partnership because they have a school. That idea was for that school to be inbound honor students into our programs. That never happened,

very minimal happened with that because that school is not that big or the number of students is not big enough to create a pathway. Also, because of economic restrictions, it is very expensive for someone in Panama to come to study in Canada. Also, Canada is not the top destination when it comes to learn hospitality and culinary arts education. People in Latin America, we all choose to go either to an institution in Europe or a second choice would be the U.S. to some of the well-known schools in the U.S. The first choice will be Europe, either France, Italy, Switzerland, of course. Other than that, Canada is a destination of hospitality and culinary education. I believe, that's one of the constraints that we face in Canada.

S1 04:49

What do you believe are some of the benefits of establishing a short-term study abroad opportunity for students between the study college in the greater Toronto area and an institution in Latin America?

S2 05:02

The benefits, short-term benefits are--

S1 05:07

Short-term study abroad opportunities for students.

S2 05:10

I know what you mean study abroad opportunity is. Study abroad opportunity is similar-- we do that now with Europe. We do have a study abroad opportunities in Europe. We offer two type of opportunities, one, is a study tour, where students spend two weeks

in Europe, touring Europe and discovering Europe and aligning this to potential learning that they have. And the second one, this--

S1 05:57 Go on. I think so, yeah, it is. Oh no, it's not. There you go.

S2 06:05 I'm going repeat just in case.

S1 06:07 The second one.

S2 06:08 The first one and the second one, we have two types of opportunities. The first one is about, we call it study tour, the other one is called study abroad. Study tour is a two-week tour that we do in Europe. The students go with a faculty but they tour. They tour attractions, they tour hospitality enterprises, but it's not attached to curriculum. It's an informal learning. The second one is the study abroad. We take the students to Europe and we actually offer a course in Europe taught by our faculty, that's the other one. Do I see this as a potential opportunity to do that in Latin America? Of course, but again, all will be determined on the type of destinations that we choose based on safety and political stability. I believe that's what Latin America's main constraint is, is not only that, but also the perception of Latin America. People don't know, people are not willing to locate in North America [about?] Latin America. They're not willing to look at other market, they're not about-- willing to look at opportunities in Latin America. People in North America see-- my perception is that people in North America sees Latin

America as a whole, not as independent countries with different political-- [I didn't really?] explain myself properly.

S1 07:46

It makes a lot of sense.

S2 07:47

They see Latin America as Latin America, and there are huge differences between countries and stability and safety and all that.

S1 07:55

Do you believe that perception has changed following the Pan-American Games this past summer?

S2 08:01

I don't think so, great question, but I don't think so. No, I don't think so. That's me with my little knowledge, I don't think so.

S1 08:13

That's interesting that even you as a secondary market for potentially you mentioned Venezuela kind of surprised me because of all the GDPs, there's growth of between 2 and 4% in every country in Latin America with the exception of Venezuela which is moving backwards.

S2 08:30

Venezuela is - I don't want to get into politics here - but Venezuela is very unstable politically, very unstable, has been for many, many years since I know. But there may be a market there for inbound of the students because the reason why I say that is--

S1 08:55

There's still a lot of affluence.

S2 08:57

Affluent people but also people want to have opportunities abroad, for potentially having a living abroad. That's a reason why I talk about those countries where there may not be opportunities-- there

is a market of affluent people that may be able to send their kids outside so they can build a life outside of Venezuela.

S1 09:19 And it's interesting too because when you think about it--

S2 09:20 And then you see that in Colombia and you may see that in Chile, Argentina, and Brazil. It's giving--

S1 09:28 Maybe even the partnerships that could be established might be more strategically based on the outgoing or the incoming into Canada, outgoing from these different locations as opposed to outgoing from Canada to these destinations because of that instability.

S2 09:41 That's correct. I don't see the-- Panama, sorry, we were talking about Panama before. The reason why we have that Panama is for our students to do externships in Panama. Panama is a pretty safe place to do externships in the city, it's pretty developed, fairly developed--

S1 09:55 Very stable, highly educated workforce--

S2 09:58 Exactly, so that's an opportunity to expose our students to a Latin American market and learn. It's a small city and well-developed so it's pretty safe for the students. But what I see that the potential that we may have with Latin America is what we are doing with China and India. China and India, many institutions want to partner with us because they are creating a way of an [ingration?] pathway for students. So many of our institutions, we have a partnership to study

like a combined or joint program where they spend two years in their home institution, two years with us, and they are able to potentially able obtain a three-year work permit. China and India are using these North American or European partners to find a way for those students to have a pathway to immigration.

S1 11:06 Even there, you have to have stable relationships, stable governments--

S2 11:09 Of course.

S1 11:10 --knowledge--

S2 11:10 And that's why they feel a potential opportunity in Latin America as well. Other institutions in Latin America well-- Brazil and Argentina have greater schools, hospitality and culinary schools that we can create partnerships. The reason why we haven't done that yet is because of the inbound or the revenue generation that we can get from Latin America is not the same that we can get is minimal compared to India and China, and that's what the focus has been more than Latin America.

S1 11:46 Or the entire continent of South America including the Central America pale in comparison to--

S2 11:51 To China.

S1 11:52 --just to India.

S2 11:53 Exactly, I believe that's the reason why.

- S1 11:58 Based upon your experience, what would you identify as some of the dispositions and motivations of international students?
- S2 12:07 Motivations and?
- S1 12:10 Dispositions.
- S2 12:12 The motivation for Latin American students coming to Canada is that the--
- S1 12:19 Or reciprocally, going outbound. What do you believe some of their personal dispositions or motivations would be to want to experience international exposure or these opportunities, field placements, outbound or incoming students?
- S2 12:38 It's not for everyone. If you're just to be in the hospitality, culinary arts, you need to understand that that's a global market. Students need to understand that, but not everyone understands that. The motivations for those who choose to do that is exposure to a global market and global hospitality. Understanding that at the end of the day, if you work in hospitality, you are welcoming people from all over the world working in hotels, restaurants, wherever you are, you are exposed to that, so the main motivation is to be exposed to that.
- S2 13:11 And cultural intelligence is huge as well, so being exposed to international opportunities will give you a little bit of that, of understanding the culture, understanding customs, and able to adjust to that service, what is needed in [proactive?] with the service and needs be offered. Those are the motivations that I see the most.

Also, depending if you're talking about inbound of the students, the motivation for many students students from Latin America coming to Canada with their motivation of the pathways to permanent residency or citizenship. So that's the motivation for inbound of the students.

S2 13:58

And as well of being a exposed to an English-speaking country where they can develop another skill and another position because I truly believe that in North America, the location is very well-positioned in Latin America. Having a location in the U.S. or Canada would position yourself in Latin America at a higher level, for sure. Call it perception, but I would say that it's not reality because the location in Latin America is pretty solid, it's pretty good. There are great universities, great institutions, but the perception is, "Yeah, we have a location in North America."

S1 14:38

For many, perception is the reality, right?

S2 14:40

That's right, that's what I see.

S1 14:43

What do you perceive - speaking of perception - to be some of the complexities associated with partnerships with Latin American post-secondary institutions?

S2 14:59

For a North American institution, will be the perception, it will be very difficult to get a consistent number of students coming to the institution if you have a partnership. That's the main one because of economic reasons or political instability. I believe this will not be a

very-- and that has been happening with our-- we have a current partnership in Brazil and that partner has not been consistent. You can have 20 agreements in place, but at the end of the day, if that agreement is not being fulfilled, something has to happen. What I see the main concern or the perception out there is because of that, is because of economic instability and political instability, there will be a concern that it will not be a consistent inbound of the students. So why invest in all this time and money when there may not be a business there?

S1 16:08

What do you believe may be contributing to create more stability or create more consistency between colleges then, what's the most important?

S2 16:18

I think the most important thing that I've seen from a partnership is maintenance of the partner. What I mean with that is that it's showing the caring in the partnership, showing that the institution cares about the partner from both sides, and that sometimes is missed when an agreement is signed. There has to be a constant communication between the two institutions. When the communication channel between the two institution is put on hold, that's when the agreements go nowhere. I've seen that in our partnerships in India and China. When the communication channels are open, and there's constant dialogue and constant communication, the partnerships work. It's like any other

relationship in life. If you don't feed the relationship, nothing's going to happen, the same with partnerships.

S1 17:11

Definitely.

S2 17:12

I see that in Latin America, in particular, if you want to maintain a solid partner, academic partner, you need to have that solid communication, stability, let's call it, it has to be that.

S1 17:31

And a solid relationship.

S2 17:32

That's, I believe, the most important thing. You can sign 20 pages, 40 pages, 120 pages agreement, but at the end of the day, if you don't maintain the relationship, nothing is going to happen. I've seen it. The partners are not working, where are the ones that we have less communication with?

S1 17:51

We don't have one person or a couple of people that [crosstalk] that relationship.

S2 17:54

Although we do - great, that you bring that up - although we do, we don't need to forget that these are academic institutions. Academic institutions want to have communication with academic people, no chance with people from the--

S1 18:07

Administration.

S2 18:08

Big organizations such as GVC have an international center dedicated to international affairs and international relationships, so it's not about that. That's great because those are the ones

[initiating?] that, but then when pathways are set or agreements are signed, the academic institutions would like to have that exchange of information with faculty or administrators in the academic side. [?] faculty, that's the most important thing.

S1 18:42

So how important is it do you believe to have one person as the champion or the lead establishing that relationship on an ongoing long term basis versus having multiple faculty?

S2 18:55

Very important, answering that, yes, I know what you mean, very important, and that person should be in an academic-- there should be two main contacts for the academic institution. One may contact from international center to deal with the international affairs and all the formal agreements that are on that, and then the experts in the field. The experts in the field are the academic side of the institution. The first ones are the experts in agreement in place, and processes, and legalities and all that. The academic institutions, the academic side of the equation, are the ones dealing with the day-to-day. And these are the ones has to be someone at a point as the main contact. When you have too many people then this creates confusion, trust me.

S1 19:51

It's interesting too because-- we have experienced it, but it has to also be a marriage on the other side, but that has to be established on that level. So it's very rare that that chemistry will come together for a long-term.

- S2 20:03 That's correct, again, there are changes in both sides. People move around, but it has to be a constant flow of flow of both, the administration side of agreement and the academic side of the agreement. It has to be consistent with the two of them. I don't believe that many institutions do well on that.
- S1 20:23 Are you aware of any successful models for international programs that you believe should be considered as benchmarks?
- S2 20:38 That we have in place right now or I have heard of?
- S1 20:41 Either, within the institution, outside of the institution based on your experience working in different countries.
- S2 20:52 Let me tell you about what my dream partnership will be. The dream partnership will have many components to it, with that, an inbound of students. Let's say, we have academic institution A and B, and I'm A. If I'm A, I will let you have an inbound of students into my programs from institution B, that's one. I would love to have as another clause, faculty exchange, where my faculty will go and teach, and their faculty will come and teach. Another one that I see is student exchange where my students will go there and spend a semester potentially, and their students will come here and spend a semester as well, peer exchange. They pay their fees in their home institutions, and you exchange. Inbound is different because it will pay international fees and that's where their money is, for their institution that [?] me. But the exchange of the students is different

because they pay their fees at the home institution that they come and do an exchange, peer exchange.

S2 22:13

The same with faculty, they will [find?] an exchange and they get paid by the home institution when they do exchange. But that creates a few things. Those are three-- and sorry, and the other one is the fourth element will be institutional or research or case study development, joint, doing that work jointly, but the ideal partnership. Do we have that in place anywhere? No. Do we want to do that? Yes, that's my goal to have that. So inbound of the students brings revenue, brings potentially for the Latin American market a pathway to immigration for those students if they decide to stay with us for long and apply. The exchange of faculty brings faculty development, not only expose faculty to a different culture, but also creates motivation, so for me is a win-win. They develop themselves and also creates motivation because they're exposed to traveling, exposed to different culture.

S1 23:28

Become more effective dealing with these nationalities when they get back to the classroom.

S2 23:31

Exactly, you feel more engaged because, "Oh, I'm getting the opportunity to teach abroad." Exchange of the students, it's a win-win for them both because they're exposed to different cultures and they go back to their home country after that, so exchange is very, very good for those who wants to be exposed, but don't want to be

doing that for a long-term, so short-term exchange, so you have exposure to that. And then, the research component and case study development, that's a good win for both institutions because that puts the institution on the map, those could be published, those could be used the classroom, so put both institutions in the map.

S1 24:13 So when we're talking about exchange, we're not even touching on some of our partnership agreements have to do with like you used in Guilin, China, I think early on in this conversation, where they actually start their undergraduate degree, do two years, and then come here--

S2 24:27 Come here and do two years.

S1 24:27 --to finish it up, is that a model that you like seeing duplicated, [replicated]?

S2 24:31 That's a model that is easy for me because that's what we call inbound of the students. And for me, it's great because I get the revenue from that.

S1 24:39 So that would be the first scenario.

S2 24:40 And for them, it's a complete advantage because they offer a pathway to Canada. What is it for them? For them, it's that, the offer a pathway to Canada, immigration to Canada. That's it, what is it for them because for them, if you look at revenue for them, it's more profitable for them [crosstalk] four years with them, not only to-- but's that a catch, that's their marketing campaign, came to us two

years and go to Canada for two years. So they gained those two years with them, that's the profit for them. Anyway, those were components in the partnership that would be ideal.

S1 25:22 Thank you. Do you have any other considerations that you wanted to bring up over so the microphone rolling here?

S2 25:28 No, I think that they call it just-- [they're doing it?], again, because of the perception on Latin America, because of the population, when we are looking at India and China and Russia as emerging markets, you have Brazil, you can compare. But the number of potential inbound of students is not Latin America when you look at profit and gains. However, when you do look at Latin America as a market where we give exposure internationally, not only look at the inbound of students but also giving opportunity to our [crosstalk].

S1 26:15 The exchange in students going abroad. So what are your thoughts on smaller destinations, smaller market, Ecuador or Peru?

S2 26:27 It's difficult to sell those opportunities to students because of that, people don't know Latin America. So selling those destinations for our students to go to--

S1 26:40 I want to shut this off here because it's not really relevant-- well, it is relevant but it's not really direct.

Appendix G – Administrative Approval

P.O. Box 1015
Station G, Toronto, ON
M5T 2T9 Canada
www.georgebrown.ca



September 9, 2015

Dear Central Michigan University Research Review Application Board,

I understand from Christopher McCarthy that he is in the application process to CMU to obtain approval to conduct research interviews for his Masters of Arts in Education.

Following approval from the RRA committee at CMU, he intends to submit a Research Ethics Board Application to George Brown College for permission to conduct confidential interviews with Faculty and Staff here at GBC.

To support Christopher's application, I am writing to indicate my consent for his application to conduct this research.

Regards

A handwritten signature in black ink, appearing to read "Lorraine Trotter".

Lorraine Trotter

Dean, Centre for Hospitality and Culinary Arts and International Programs



Appendix H – Central Michigan University RRA Approval

EXPLORING LATIN AMERICAN COLLEGE PARTNERSHIPS

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RESEARCH REVIEW APPLICATION
FOR MSA 683/699 AND EDU 776 CAPSTONE COURSE PROJECT

Project title: Exploring Opportunities and Benefits of a Latin American and CDS College Partnership

Student name: Christopher McCarthy Student ID#: 572577

E-mail address: mccar2cr@cmich.edu Work phone: 416-415-5000 x 1957 Home phone: 416-757-1961

Concentration: MAJ - Community College

Instructor's name: Dr. Michael Stacey Instructor e-mail: staceimj@cmich.edu

Course: EDU 776 EPN: 22262277 Program center: Global Campus - George Brown College

Do you intend to use human subjects or human subjects data in your project? Yes No

Do you intend to publish your project or present project results outside of your organization? Yes No

If you answered "yes" on both questions, you are required to complete CITI training and seek approval through CMU's Institutional Review Board (IRB). The IRB process requires registration in IRBNet and submission of your application materials and supporting documents through IRBNet. Please consult with your instructor and the appropriate program office for assistance.

If you answered "no" to one or both questions, you may use this form for your research review. Read the following directions:

Non-human subject research	Human subjects research
In the box below describe the purpose of your research, describe the data you plan to use, and specify the sources of your data (URL, organizational source, etc.) Required attachments: Permission letter on the organization's letterhead if the data is not available to the general public.	In the box below describe the purpose of your research; specify the source of your subject pool, the number of subjects, and the selection criteria. Specify your relationship to the subjects (co-worker, supervisor, work in same organization, etc.). Describe your research methodology. Required attachments: Copy of survey or interview questions, cover letter or consent form, permission letter on the organization's letterhead if the subject pool is not selected from a public source such as a phone directory or web page.

The purpose of this study is to explore potential opportunities for a college in the greater Toronto area to build an international partnership with a post-secondary institution in Latin America for experiential and academic students. This qualitative study will analyze interviews with faculty at the study college to identify themes that may be explored or implemented to enhance the student learning experience and further benefit the college.

This study intends to identify some of the benefits of forming a partnership with a Latin American institution as a target destination for the students from the study college. It will also to ascertain some opportunities for both the study college and the students that participate to study abroad experiences in Latin America.

Another purpose of this study will be to discover some of the complexities related to providing courses for Canadian based students in a Latin American institution.

The study college has an opportunity to explore some of the emerging opportunities for Canadian and Latin American study abroad partnerships that have begun to emerge recently. There are approximately 2,000 universities in the Latin American region with a number of cooperative educational institutions or institutions in emerging economies such as Brazil, Colombia, Ecuador, Peru, Argentina, Chile and Mexico. While the study college has developed some well-established global education partnerships in some regions such as Asia & Western Europe, partnerships with some emerging opportunities in Latin America have yet to be established.

As compared with globalization of higher education in other regions of the world, the number of students that study abroad in the Latin American region is not yet significant although this population is becoming increasingly internationally mobile and individual. A number of the Latin American countries have been opening their great economic product and economies at a consistently stronger pace in recent years than larger established countries such as Canada and the United States.

Additionally, there have been recent signs of progress developing credit-transfer systems between institutions in Latin American countries, research needs to be conducted to identify some of the local potential partnerships for facilitating student exchanges in the Latin American region as the study college may position itself to develop a beneficial partnership with a competing college.

The researcher is a George Brown College Administration Manager and intends to interview three to four senior leaders (superiors) within the same organization. Interviews will be recorded and transcribed and each participant interview will be held in strict confidence with notes attached to each interview as they occur to be identified (except by the interviewee). 45 to 60 minute interviews will be conducted in accordance with the policies and procedures governing the study college and Ontario colleges. Participants will be selected through referrals from other colleagues and will be interviewed on a voluntary basis. The participants will be able to withdraw at any time during the process. Should a participant withdraw verbally or in writing, all data and information regarding this participant will be destroyed (permanently deleted or shredded as applicable).

By the researcher reviewing and analyzing the qualitative information collected during the interview process, it is anticipated that some affiliations and relationships of interest may emerge from the data. This information will be used as a basis for developing new relationships for the study college to develop a beneficial partnership with an institution in Latin America.

Please find and a cover letter, a copy of the proposed interview questions, a sample of a letter of introduction to the participants, and a sample of a participant letter of informed consent attached to this application.



Please check all that apply:

- My project is work-related
- My project is related to my concentration
- My project is not related to my work or to my concentration. Please provide a rationale for a project that is not work-related or concentration-related:

Directions: Insert digital signature or type in your name as verification/approval of the information presented in this application. Your signature also confirms your commitment to appropriate research ethics while conducting this research. Submit this form and applicable attachments to your instructor. Please wait for written approval prior to beginning data collection.

Student signature: Christopher McCarthy (Please sign by computer or use an ink stamp or stamping device. Do not use a stamping device.) Date: August 29, 2015

Student signature: Christopher McCarthy (Please type or print your name.) Date: August 29, 2015

Instructor signature: Michael J. Stacey (Please sign by computer or use an ink stamp or stamping device. Do not use a stamping device.) Date: 8/21/2015

Instructor signature: Michael Stacey (Please type or print your name.) Date: 8/21/2015

Program approval signature: Jahzara Mayes Otoo (Please sign by computer or use an ink stamp or stamping device. Do not use a stamping device.) Date: _____

Program approval signature: Preliminary approval pending EBS ap (Please type or print your name.) Date: 10/2/2015

Appendix I – College Research Ethics Board (REB) Approval



Applied and Institutional Research
Research Ethics Board

REF: 6004170

November 7, 2015

Dear Mr. McCarthy,

RE: REB file # 6004170- Exploring Opportunities and Benefits of a Latin American and Canadian College Partnership

Ethics Approval

Original Approval Date: November 7, 2015.

Expiry Date: November 7, 2016.

We are writing to advise you that the Research Ethics Board (REB) has given approval to the above-named research study, for a period of one year, under the REB's expedited review process.

- a) The REB must be informed of any protocol modifications as they arise.
- b) Any unanticipated problems that increase risk to the participants must be reported to the REB immediately.
- c) The study is approved for one year; if needed, apply for a renewal before the expiry date.
- d) A study completion form must be submitted to the REB upon completion of the project.

The following documents have been approved for use in this study: the information letter and consent form. Please insert the ethics approval number (6004170) into these documents.

Please quote your REB file number (6004170) on future correspondence.

Best wishes for the successful completion of your study.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "S. Evans".

Sarah Evans, RN, MN, EdD
Chair, Research Ethics Board

cc: Applied and Institutional Research, George Brown College

It is the responsibility of the Principal Researcher to keep the file complete and up-to-date at all times.

Appendix J – Tri-Council Policy Statement Certificate



Appendix K – Letter of Consent: Interview Participant W

Project: Exploring Opportunities and Benefits of a Latin American and Canadian College Partnership

Interviewer: Chris McCarthy

Interviewee (Participant): J. Balcaceres

The purpose of this study is to explore the opportunities and benefits of establishing new hospitality and tourism educational partnerships between a college in the greater Toronto area and a South American post-secondary institution.

The researcher will be meeting with a number of faculty from this college for 45 to 60 minute sessions which will be voice recorded and then transcribed for analysis following each interview. The data will remain strictly confidential following the interview and will be used solely for the purpose of this research project. Below is an example of some of the questions that will be asked during the interview:

1. Which emerging Latin American countries (or specific institutions) do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at the study college in the greater Toronto area?
2. What do you believe are some of the benefits of establishing short-term study abroad opportunities for students between the study college in the greater Toronto area and an institution in Latin America?
3. Based upon your experience, what would you identify as some of the dispositions and motivations of international students?
4. What do you perceive to be some of the complexities associated with partnerships with Latin American post-secondary institutions?
5. Are you aware of any successful models for international programs that you believe

should be considered as benchmarks?

Please sign this form indicating consent to participate in this interview.

Thank you very much for your cooperation and participation in this interview.

Signature:

Date Signed:

A handwritten signature in black ink, consisting of a large, loopy initial 'H' followed by a vertical line and a diagonal stroke.

Appendix L – Letter of Consent: Interview Participant X

Project: Exploring Opportunities for a Latin American and Canadian College Partnership

Interviewer: Chris McCarthy

Interviewee (Participant): D. Guescini

The purpose of this study is to explore the possibility of establishing new hospitality and tourism educational partnerships between a college in the greater Toronto area and a South American post-secondary institution.

The researcher will be meeting with a number of faculty from this college for 45 to 60 minute sessions which will be voice recorded and then transcribed for analysis following each interview. The data will remain strictly confidential following the interview and will be used solely for the purpose of this research project.

1. Which emerging Latin American countries (or specific institutions) do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at the study college in the greater Toronto area?
2. What do you believe are some of the benefits of establishing short-term study abroad opportunities for students between the study college in the greater Toronto area and an institution in Latin America?
3. Based upon your experience, what would you identify as some of the dispositions and motivations of international students?
4. What do you perceive to be some of the complexities associated with partnerships with Latin American post-secondary institutions?
5. Are you aware of any successful models for international programs that you believe should be considered as benchmarks?

Please sign this form indicating consent to participate in this interview.

Thank you very much for your cooperation and participation in this interview.

Signature: 

Appendix M – Letter of Consent: Interview Participant Y

Project: Exploring Opportunities and Benefits of a Latin American and Canadian College Partnership

Interviewer: Chris McCarthy

Interviewee (Participant): T. Garcia

The purpose of this study is to explore the opportunities and benefits of establishing new hospitality and tourism educational partnerships between a college in the greater Toronto area and a South American post-secondary institution.

The researcher will be meeting with a number of faculty from this college for 45 to 60 minute sessions which will be voice recorded and then transcribed for analysis following each interview. The data will remain strictly confidential following the interview and will be used solely for the purpose of this research project. Below is an example of some of the questions that will be asked during the interview:

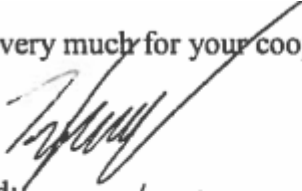
1. Which emerging Latin American countries (or specific institutions) do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at the study college in the greater Toronto area?
2. What do you believe are some of the benefits of establishing short-term study abroad opportunities for students between the study college in the greater Toronto area and an institution in Latin America?
3. Based upon your experience, what would you identify as some of the dispositions and motivations of international students?
4. What do you perceive to be some of the complexities associated with partnerships with Latin American post-secondary institutions?
5. Are you aware of any successful models for international programs that you believe

should be considered as benchmarks?

Please sign this form indicating consent to participate in this interview.

Thank you very much for your cooperation and participation in this interview.

Signature:

A handwritten signature in black ink, appearing to be "T. J. [unclear]".

Date Signed:

4/15/2016

Appendix N – Letter of Consent: Interview Participant Z

Project: Exploring Opportunities and Benefits of a Latin American and Canadian College Partnership

Interviewer: Chris McCarthy

Interviewee (Participant): M. Holmes

The purpose of this study is to explore the opportunities and benefits of establishing new hospitality and tourism educational partnerships between a college in the greater Toronto area and a South American post-secondary institution.

The researcher will be meeting with a number of faculty from this college for 45 to 60 minute sessions which will be voice recorded and then transcribed for analysis following each interview. The data will remain strictly confidential following the interview and will be used solely for the purpose of this research project. Below is an example of some of the questions that will be asked during the interview:

1. Which emerging Latin American countries (or specific institutions) do you believe represent the most potential for establishing a collaborative partnership with the hospitality and tourism program at the study college in the greater Toronto area?
2. What do you believe are some of the benefits of establishing short-term study abroad opportunities for students between the study college in the greater Toronto area and an institution in Latin America?
3. Based upon your experience, what would you identify as some of the dispositions and motivations of international students?
4. What do you perceive to be some of the complexities associated with partnerships with Latin American post-secondary institutions?
5. Are you aware of any successful models for international programs that you believe


EXPLORING LATIN AMERICAN COLLEGE PARTNERSHIPS

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should be considered as benchmarks?

Please sign this form indicating consent to participate in this interview.

Thank you very much for your cooperation and participation in this interview.

Signature: 

Date Signed: