

**Globalization of Higher Education: Transformation of Higher Education Institutions
through the Process of Internationalization**

by

Patricia Sales de Souza

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Approved by

José R. Llanes, Chair, Professor of Educational Foundations, Leadership, and Technology
William I. Sauser, Jr., Professor of Management
Andrew Gillespie, Assistant Provost of International Programs

Abstract

Globalization's impact on higher education institutions in the United States, along with universities around the world, has been unprecedented. Internationalization—the process of infusing, implementing, and integrating an international dimension to the primary functions of higher education institutions—has been the general response. But internationalization is a dynamic and complex phenomenon, tempting some universities and colleges to recoil into their parochial cocoon. Institutions that have chosen this path of educational devolution have felt, are feeling, or will feel the consequences of an uncharted territory.

This study analyzed internationalization within institutions that transformed from having an inward focus to an outward focus. Case studies were conducted at Stanford University, Kalamazoo College, and Troy University to examine institutional transformation through the process of internationalization. This examination answered the principal research question:

1. How does an institution transform from an inward focus to an outward focus through the process of internationalization?

The study also answered the following four sub-questions:

- a) How does leadership play a role in the transformation of an institution through the process of internationalization?
- b) How does the institution propagate awareness of its internationalization efforts among various stakeholders?

- c) What is the acceptance of internationalization efforts at the institution among various stakeholders?
- d) What is the participation of internationalization efforts at the institution among various stakeholders?

Due to the limited theoretical framework in current research, the researcher developed a fusion framework for institutional transformation. This framework fuses aspects of several existing frameworks into a new tool suitable for this study. Also, transformational leadership was be looked at closely, and its foundational, motivational role in the internationalization of institutions was carefully considered.

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Lastly, but not least, all credit and glory goes to my Heavenly Father. My identity is firmly grounded in whose I am and who I am in Christ. “But in your hearts revere Christ as

Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.” (1 Peter 3:15)

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CHAPTER ONE: INTRODUCTION

Institutions nation-wide are implementing or have implemented internationalization initiatives (Altbach, 2002; Altbach & Davis, 1999; Altbach & de Wit, 1995; Biddle, 2002; Davies, 1995; Hudzik, 2011; Knight, 2008; Knight & de Wit, 1995). Internationalization has become a legitimate area of policy, practice, and research in higher education and not a passing fad (Knight, 2011). If higher education institutions (IHEs) choose not to respond to the globalization of higher education and commit to the internationalization of their institution, they have felt or will feel the consequences of inaction.

The United States has had the status as an unquestionable leader in higher education prominence however that position has slipped from the United States. Altbach and de Wit (1995) confirmed this reality:

For half of a century after World War II, American higher education has been undisputed leader in higher education internationally. Cold War competition, a booming US economy, and rapidly expanding student population were contributing factors. American higher education remains very strong, but it is losing its competitive edge in the international marketplace. The slide has begun and growing insularity will mean that the United States will fall behind its competitors. (p. 10)

Less than two decades ago, the United States ranked first in all major benchmarks of educational participation and achievement, including high school graduation rates, college attendance rates, and degree attainment (Center for Internationalization and Global Engagement

[CIGE], 2011; “Education at a glance,” 2012). Although college enrollment in the United States continues to rise, comparative statistics reveal the nation now trails other countries on these indicators (CIGE, 2011).

In the United States, 42% of all 25–64 year-olds have attained higher education, naming the nation as one of the most educated in the world. Our scholastic position is weakened, though, by other countries with larger percentages of educated citizens: the Russian Federation – 54%, Canada – 51%, Israel – 46%, and Japan – 45% (“Education at a glance,” 2012). Pertaining to younger adults (25–34 year-olds with higher education attainment), the United States’ percentage is ranked 14th in the world (“Education at a glance,” 2012). In this category, Korea leads the planet with 65% (“Education at a glance,” 2012).

Post-secondary students have become an imported commodity of sorts, and a competitive distinction against the United States. In the case of Australia, for example, higher education income from transnational students is the second largest source of gross domestic product, right after commodities. The countries that have supplied most of those students are recalibrating and improving their own higher education mechanisms to keep their students at home. China has increased its investments in higher education in general, especially for its top universities and for basic and applied research (CIGE 2011; “Education at a glance,” 2012; Organisation for Economic Co-operation and Development [OECD], 2013). And it’s working. China has experienced substantial increases in higher education participation rates and research output. The global data reveals that, in aggregate, scholars in the European Union and Asian Pacific nations now produce at least as much research publications as their colleagues in the United States (CIGE, 2011; OECD, 2013).

In retrospection, following the horrors of September 11, 2001, the national mood darkened with solemnity and suspicion, new immigration rules were imposed, and consequently, international student enrollment in the United States deflated. Thomas Friedman's (2005) book, *The World is Flat*, explained how Shirley Ann Jackson viewed higher education's "perfect storm." Ms. Jackson is the 18th president of Rensselaer Polytechnic Institute and served on the President's Council of Advisors in Science and Technology in the Obama administration. In her own words:

The forces at work are multiple and complex. They are demographic, political, economic, culture, even social. Individually, each of these forces would be problematic. In combination, they could be devastating. For the first time in more than a century, the United States could well find itself falling behind other countries in the capacity for scientific discovery, innovation and economic development. (Friedman, 2005, p. 255)

Whether they recognize it or not colleges and universities are part of the global system of higher education in which their actions or inactions matter and have an impact on others. Upon graduation most American students today will have to work together effectively with colleagues and organizations abroad or with an increasingly multicultural working population at home. Many will actually work abroad, some even in multiple locations (Friedman, 2005; Hudzik, 2011; Hunter, 2004). The vast majority of graduates will find themselves working in multicultural teams in the United States (Friedman, 2005; Hudzik, 2011; Hunter, 2004). These teams will include members from around the world, and will be linked electronically to locations abroad.

In this scenario IHEs are responsible for graduating a workforce ready to participate effectively in an increasingly global knowledge-base and experienced workforce prepared to

meet the demands of a global society. These realities obligate IHEs in a new way. They are responsible for graduating an internationally-minded workforce that is thoroughly equipped to participate and produce in today's society.

Benefits

Acts of enlightenment come with benefits. Internationalization is no different. The most obvious benefit is that of cross-cultural empathy and skill (Clark, 1994; Friedman, 2005; Hovland, 2006; Hudzik, 2011; Hunter, 2004). The isolationism and hyper-nationalism of previous generations (and remaining outposts) are quickly becoming outmoded, if not already (Altbach & Davis, 1999; Altbach & Knight, 2007; Clark, 1994).

Secondly, internationalization raises an institution's collective prestige (Delgado-Marquez et al., 2011; Altbach & Knight, 2007; Halliday, 1999; Hovland, 2006; Hudzik, 2011). It may raise higher education institution's stature and the perceived value added in teaching and research (Hudzik, 2011; de Wit, 2002, CIGE, 2011).

Thirdly, an internationalized institution contributes to counter-hegemonic, national and global security (Altbach, 2004; Altbach & Knight, 2007; Biddle, 2002; de Wit, 2002). It does not diminish national pride or interests; rather, it (seeks to) diminish hyper-nationalist prejudices and suspicions that often underpin limited collaboration in security matters (Altbach & Knight, 2007; de Wit, 2002; Hudzik, 2011). Through cross-cultural familiarity and skill—from both sides, the American and the foreigner—the emotional and social touch points are made from which can spring closer security possibilities.

Fourth, internationalization improves the overall quality of a country's labor force and citizenry (CIGE, 2011; de Wit, 2002; Hovland, 2006; Hudzik, 2011). If the world is becoming

globalized, is a country's population depreciating in quality and relevance if they do not keep in step? The obvious answer is yes.

There are other reasons for an institution to become internationalized. IHEs internationalize for a combination of rationales. Knight (1994) explained that "there is no single motivation for internationalizing, instead there are a variety of imperatives, which are not necessarily mutually exclusive, but which may be viewed as such" (p. 5).

The on-going discussion among the thought leaders of higher education internationalization is surrounded by two main questions: (1) what is internationalization? and, (2) how do you measure internationalization? (de Wit 2002; Green & Olson, 2003, 2008; Hudzik 2011). The term 'internationalization' can be defined in many different ways by scholars in the field as well as educational organizations and associations created to support IHEs.

Definition of Key Terms

One of the fundamental "problems" with internationalization is the complexity and diversity, even sensitivity, of the phenomenon, leading to varied constructions and definitions. De Wit (2002) & Knight (1994) confirmed this problem. A ubiquitous definition is needed.

In describing internationalization, de Wit (2002) uses a three-dimensional exemplar: (1) international dimension, (2) international education, and (3) internationalization as a verb.

International dimension is a generic term covering all aspects of higher education that have an international aspect, regardless of how programmed or organized. *International education* refers to a more developed form of international dimension, for example, a specific program or organization. *Internationalization*, as a verb, is the strategizing of international education.

de Wit (2002) explained that all three of these terms are present in higher education today and not mutually exclusive.

The associations of IHEs describe internationalization as a process or program. The Association for International Educators, known as NAFSA, defined internationalization as a comprehensive process:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. (Hudzik, 2011, p. 10)

The American Council of Education (ACE) has a Center for Internationalization and Global Engagement (CIGE). CIGE supports institutions in their efforts to achieve strategic, comprehensive internationalization. To CIGE, internationalization “is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.” (American Council, 2013)

Scholars in the field of higher and international education have their definitions. Knight (2004) perceives internationalization as the emphasis on the relationship between and among nations, people, cultures, institutions, and systems. She further described it as “a process of integrating an international, intercultural, and global dimension into the goals, functions, and delivery of higher education.” (Knight, 1994, p. 3)

Schoorman (1999) defined internationalization as:

An ongoing, counter-hegemonic educational process that occurs in an international context of knowledge and practice where societies are viewed as subsystems of a larger,

inclusive world. The process of internationalization at an educational institution entails a comprehensive, multifaceted program of action that is integrated into all aspects of education. (p. 21)

Kerr (1994) described internationalization of learning “as being divided into four components: the flow of new knowledge, the flow of scholars, the flow of students, and the content of the curriculum.” (pp. 12-13) Elements of Kerr’s description of internationalization are found in the scholarly work of van der Wende (1996), Rudzki (1998), and Halliday (1999).

Knight and de Wit (1995) have reached the conclusion “there is no simple, unique or all-encompassing definition of internationalization of the university” (p. 16). Yet, they also warned of employing *internationalization* as a universal dragnet term for anything and everything international, suggesting a more focused definition is necessary if the term/concept is to be properly valued and rightly assimilated (Knight & de Wit, 1995). This they said before 9/11, when the momentum towards internationalization led to superfluous and overly diverse definitions and goals, which they perceived to be ultimately debilitating (Knight & de Wit, 1995).

Internationalization is a relatively new philosophy in higher education, manifesting and surging in the 1980s. But higher education has always been rooted in internationality, especially by its very name, *higher* education. The following section provides some historical background.

Historical Background

Higher education in the United States is a derivative of medieval Europe (Altbach 1998; Hudzik, 2011), a globally-minded region and time period. Phillip Altbach (1998) said the university is the one institution that has always been global: “With its roots in medieval Europe,

the modern university is at the center of an international knowledge system that encompasses technology, communications, and culture” (p. 347).

Similarly, Brown (1950) wrote in the 1950s:

The universities of the world are today aspiring to return to one of the basic concepts of their origin—the universality of knowledge. Many are also seeking to discover and adopt procedures that will restore the desirable aspects of the itinerant character of scholars that was an accepted part of university education until growing nationalism created the barriers of language. (p. 11)

The internationalization phenomenon is linked to the generally insular character of American higher education. Burton Clark (1994) explains this in the following way:

It is the largest national system, it is the most widely acclaimed system since the second quarter of the twentieth century, it is geographically separated from other major national models, it has many unique features, and it is a hectic system, demanding a high level of attention. It is this combination of parochialism and arrogance that determined for most of the twentieth century, and still to a large extent today, the worldview of and the motivation for international education in the United States. (p. 365)

Until World War II, the collective American psyche was navel-gazing and detached (Hudzik, 2011). Higher education was a simple manifestation of this. Hudzik (2011) provides a few points that are noteworthy here:

First, the culture of the United States has been filled with diverse immigrant populations, earning her the apt title, “The Great Melting Pot.” Although these cultures received recognition for their contribution to America, assimilation had always been the ultimate goal, thus preserving the insular ideal.

Second, many of these immigrants sought to escape old worlds and old wounds. America seemed safe, comfortable, and exceptional, inspiring an indebted compliance to the prevailing insular spirit.

Third, the United States had grown into a powerful and self-reliant status. It was big enough to enforce insularity, explicitly and implicitly, among its population.

Fourth, the United States fully embraced her exceptionalist identity, taking pride in both the assumed and true belief that every nation wanted to follow its example. This cast a paradoxical reality upon the world: a brilliant sunshine and a long shadow. Hudzik (2011) commented, "...the United States retained a conviction of being best and took comfort in inwardly derived strengths. Engagement abroad was not a two-way exchange: the United States would teach but was less interested in learning" (p. 14).

After World War II, with the establishment of UNESCO and The Fulbright Act, the United States began emerging into a global exchange of education, versus the respectful imposition of it (Tierney, 1977).

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) was founded by thirty-seven countries in 1945. The countries decimated by World War II were searching for ways and means to reconstruct their educational systems. Representatives from forty-four countries conferred and decided to create an organization that would embody a genuine culture of peace ("UNESCO Past and Present," 2014). UNESCO's purpose:

to contribute to peace and security by promoting collaboration among nations through education, science, and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the

peoples of the world, without distinction of race, sex, and language or religion, by the Charter of the United Nations. (“UNESCO past and present,” 2014)

The Fulbright Act (officially known as the Mutual Educational and Cultural Exchange Act of 1961) was created by Senator J. William Fulbright. The purpose:

to enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world; to promote international cooperation for educational and cultural advancement; and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and other countries of the world. (“Mutual Educational,” 2014)

UNESCO and The Fulbright Act were significant political drivers of international education exchange. Many nations were now poised to evolve into new realms of cross-cultural fraternity, facilitated by that critical universal emulsifier—higher education.

America’s journey to extroversion continued in the late 1950s and early 1960s, but the triggers were domestic. In the aftermath of Sputnik, the world’s first satellite, the National Defense Education Act (NDEA) ignited movement to develop science, technology, engineering, and mathematics (de Wit, 2002; Hudzik 2011). This Act was a groundbreaking federal effort to develop the nation’s higher education capacity, a responsibility held by the states (Hudzik, 2011).

By the 1980s and 1990s, the era of globalization made IHEs aware of the unlevelled playing field created by their limiting inward focus. Globalization is defined as “the rise of factors and forces that transcend borders and sovereign states” (Hudzik, 2011, p. 15).

Globalization intensifies the mobility of knowledge, ideas, and learning. The subsequent section describes globalization and its impact on institutions of higher education.

Globalization’s Impact on IHEs

Globalization is defined in many ways. According to Jane Knight (1999), “Globalization is the flow of technology, economy, knowledge, people, values, ideas . . . across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture, and priorities”. (p. 14)

David Rothkopf, a former senior Department of Commerce official in the Clinton administration, took this angle on globalization:

Globalization is the word we came up with to describe the changing relationships between government and businesses. But what is going on today is a much broader, much more profound phenomenon. It is not simply about how governments, businesses, and people communicate, not just about how organizations interact, but is about the emergence of completely new social, political, and business models.... It is about things that impact some of the deepest most ingrained aspects of society right down to the nature of the social contract. (Friedman, 2005, p. 45)

Today’s globalization differs from previous versions (Friedman, 2005). The trademark feature of the right-now version is the technology information age (Altbach & Knight, 2007; Friedman 2005), which enables just about every individual on earth to collaborate and compete

in the world's marketplace. According to Friedman (2005), this era of globalization is "Globalization 3.0." (pp. 9-11)

Today's globalization has, therefore, forced IHEs in the United States to recalibrate how they equip their students, so as to make them relevant on the international scene (Altbach & de Wit 1995; Hudzik, 2011; Knight, 1994). Though globalization stemmed, ultimately, from economics, trade, and markets, the velocity and enormity of change has been determined by technology. Technology has provided opportunities to mobilize more international collaboration than ever before (Deem & Brehony 2005; Friedman 2005). Computers, email, networks, teleconferencing, dynamic new software, and assorted other technological mechanisms have leveled the playing field of global markets. IHEs, then, are charged with a heightened responsibility to ensure their students are at least in the race, at best spearheads, in a hypercompetitive, tech-global world.

The heightened pressures of globalization are felt, and responded to, in educational institutions in the United States. And strategies are being forged as these institutions maneuver their role in the new global environment, and, synthesize the various disconnected components of international education into a consolidated approach (de Wit, 2002).

Purpose of the Study

The purpose of this study is to investigate institutions that have transformed from an inward focus to an outward focus through the process of internationalization. The study aims to examine pioneering internationalization programs at three institutions: Stanford University, Kalamazoo College, and Troy University. Each of these institutions' progression outward through the process of internationalization is reviewed. While there isn't a one-size fits all approach to internationalization, we can learn useful lessons from colleges and universities that

have successfully transformed their campus through internationalization. This study compares and contrasts the internationalization transformation process of these various, diverse higher education institutions.

Institutional transformation can have various meanings to those in the higher education community. The operational definition of institutional transformation for this study is the following: 1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) is deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time (Eckel et al., 1998, p. 3). Based on this definition, the three institutions in this study were chosen because of their visible and demonstrated leadership activities abroad and their willingness to share their story of transformation through internationalization. The operational definition of internationalization for this study is:

Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or a college. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education (Knight, 1994, p. 3)

Research Questions

The overarching research question posed by the researcher was “How does an institution transform from an inward focus to an outward focus through the process of internationalization?” This study focuses on the institutional level of the process of internationalization. The four sub-questions are:

- 1) How does leadership play a role in the transformation of an institution through the process of internationalization?
- 2) How does the institution propagate awareness of its internationalization efforts?
- 3) What is the level of acceptance of the internationalization efforts among various stakeholders?
- 4) What is the level of participation of internationalization efforts at the institution among various stakeholders?

These four questions along with the principle research question guided the interviews, site visits, and data analysis that examined the transformation of an institution through the process of internationalization.

Need for Research

Higher education in the United States has recognized and responded to the need for fundamental changes towards internationalization. This nationwide, multi-institution transformation calls us to research. It calls us to research how those internationalization initiatives were planned and implemented, how they were sustained, how they ultimately transformed the institution.

The author hopes this study will contribute to the body of literature on internationalization, especially in the realm of practical and specific insights on institutional transformation. The author hopes this analysis of “successful” transformations at a major research university, a private four year college, and a regional state university will illumine what works and what could work at other institutions. The decentralized and loosely coupled nature of higher education often disguise changes that take place within an institution, making an in-depth study of change through the process of internationalization necessary to completely understand

the nature of institutional change (Kezar, 2001). The results of this study, then, can be used to inform practice and assist those implementing internationalization initiatives, offering guidance on the elements that promote or limit implementation and the accomplishment of outcomes.

Finally, this research examines the “make it or break it” point of all social organizations: leadership. Leadership does not merely play a role in institutional transformation; it is the inspiration and intelligence behind it. This study desires to capture the powerful ways that champions of the internationalization cause engage organizations and individuals to see their goal fulfilled.

Summary

Chapter one provided an introduction of the globalization of higher education and the state of the current higher education. The following sections include an historical background of the problem leading into the current status of the problem. The subsequent sections include the purpose of the study, research questions, and the need for research.

CHAPTER TWO: LITERATURE REVIEW

This literature review explores topics relevant to internationalization of higher education in the United States. First, the concept of globalization and its influence on higher education is analyzed. Second, the concept of internationalization of higher education in an era of globalization is explored at the institutional level. Third, the cycle of the internationalization process created by Jane Knight (1994) is examined. Fourth, the theories of organizations by Manning (2013) are observed in the opportunities and challenges that affect the process of internationalization. Fifth, the concept of institutional change created by the American Council on Education is examined within an institution implementing change initiatives. The final section of this literature review explores some analytical frameworks assessing institutional transformation through the process of internationalization: the internationalization cycle created by Jane Knight (1994), the organizational theories (Manning, 2013) used to assess the process of internationalization of various organizational structures, the role transformational leadership in the process of internationalization, and institutional change (Eckel et al., 1999) created by the American Council on Education in examining change through the process of internationalization.

Globalization and Higher Education

“With the fast pace of change taking place in the world through globalization, the nations of the world and their citizens, cultures, societies and institutions—including those of higher education—are becoming more intertwined, interrelated and connected.” (NASULGC, 2007, p.

18) This section explores globalization, including its definitions, its impact on higher education as well as the difference between globalization and internationalization.

Definitions of Globalization

Extraordinary and exponential change has been seen in the past two decades. The combination of globalization and technology is transforming the way the global society and economy works. The phenomenon of globalization is dynamic and complex. Even agreeing on a definition of globalization is challenging. Steger (2003) explained that one reason why globalization remains a disputed concept is because scholars haven't reached a consensus on what kind of social processes constitute its essence. Steger (2003, p. 10) listed five leading definitions of globalization. These definitions are the following:

Globalization can thus be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.

Anthony Giddens, Director of the London School of Economics

The concept of globalization reflects the sense of an immense enlargement of world communication, as well as of the horizon of a world market, both of which seem far more tangible and immediate than in earlier stages of modernity.

Fredric Jameson, Professor of Literature at Duke University

Globalization may be thought of as a process (or a set of processes) which embodies a transformation in the spatial organization of social relations and transactions — assessed in terms of their extensity, intensity, velocity and impact — generating transcontinental or interregional flows and networks of activity, interaction, and the exercise of power.

David Held, Professor of Political Science at the London School of Economics

Globalization as a concept refers both to the compression of the world and the intensification of consciousness of the world as a whole.

Roland Robertson, Professor of Sociology at the University of Pittsburgh

Globalization compresses the time and space aspects of social relations.

James Mittelman, Professor of International Relations at American University

Steger (2003) suggested that from these five prominent definitions of globalization that these definitions include four distinct qualities at the core of globalization. Those qualities are the following:

1) globalization involves the creation of new and the multiplication of existing social networks and activities that increasingly overcome traditional political, economic, cultural, and geographical boundaries; 2) globalization is reflected in the expansion and the stretching of social relations, activities, and interdependencies; 3) globalization involves the intensification and acceleration of social exchanges and activities; and 4) globalization includes the creation, expansion and intensification of social interconnections and interdependencies which do not occur merely on an objective, material level. (Steger, 2003, pp. 9–12)

Steger (2003) further explained the fourth quality of globalization also refers to people becoming increasingly more aware of growing expressions of social interdependence and the huge acceleration of social interactions. From these recognized qualities of globalization, Steger (2003) developed his definition of globalization:

Globalization refers to a multidimensional set of social processes that create, multiply, stretch, and intensify worldwide social interdependencies and exchanges while at the

same time fostering in people a growing awareness of deepening connections between the local and the distant. (p. 13)

According to Knight and de Wit (1997), globalization is defined as “a flow of technology, economy, knowledge, people, value, and ideas across the borders.” (p.6) Scholars suggested that “globalization refers to the reality shaped by an increasingly integrated world economy, new information and communications technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions.” (Altbach et al., 2009, p.7) Another way to look at globalization is the following perspective by David Rothkopf, a former senior Department of Commerce official in the Clinton administration.

Globalization is the word we came up with to describe the changing relationships between government and businesses. But what is going on today is a much broader, much more profound phenomenon. It is not simply about how governments, businesses, and people communicate, not just about how organizations interact, but is about the emergence of completely new social, political, and business models. . . .It is about things that impact some of the deepest most ingrained aspects of society right down to the nature of the social contract. (Friedman, 2005, p. 45)

The role of technology has played an important part in the current era of globalization. Spanish sociologist Manuel Castells (2000) pointed out that the current rise of the global ‘network society’ would not have been possible without a technological revolution. Friedman (2005) confirmed the current era of globalization has been impacted immensely by technology. He believes that technology is one trait which differs from the previous trends of globalization in the United States (Friedman, 2005). More people than ever have the opportunity to collaborate

and compete in real time with people from all over the country doing different kinds of work (Deem & Brehony, 2005; Friedman, 2005). With the use of computers, e-mail, networks, teleconferencing, and dynamic new software, the global market is on a more leveled playing field (Friedman, 2005).

Friedman (2005) described the era of globalization that we are in as ‘Globalization 3.0’. The main characteristic of ‘Globalization 3.0’ is the brand-new power for individuals to collaborate and compete globally. Friedman (2005) described these individuals are a more diverse, non-western, non-white group. The primary questions that are being asked of those in the era of Globalization 3.0 are the following: “Where do I fit in the global competition and opportunities of the day? How can I, on my own, collaborate with others globally?”(Friedman, 2005, p. 10) These questions are relevant to the current and prospective students as well as HEIs responsibility for contributing to the world infrastructure of knowledge.

Globalization’s Impact on Higher Education

A new sense of urgency and challenge to improve the U.S. education system has been created due to globalization. President Obama declared that “[a] world-class education is the single most important factor in determining not just whether our kids can compete for the best jobs but whether America can out-compete countries around the world....” (Mechaber, 2011, July 18).

Globalization has created a new era of reforms and changes for higher education. In the past two decades, higher education has experienced various changes. IHEs and other academic organizations have struggled to grasp the implications of these changes. Knight (2004) identifies the key drivers of these changes within higher education as

The development of advanced communication and technological services, increased international labor mobility, more emphasis on the market economy and the trade liberalization, focus on the knowledge society, increased levels of private investment and decreased public support for education, and lifelong learning. (p. 7)

The international activities of universities have expanded in number, scope and complexity. Examples of the expressions of these international activities include rapidly expanding exchanges of students and faculty, the emergence of global institutional ranking schemes, dual and joint cross-border degree programs, international higher education consortia, cross-border collaborative research and projects and rapid growth of global higher education capacity (Hudzik, 2011).

Globalization and Internationalization

“Internationalization is changing the world of higher education, and globalization is changing the world of internationalization,” as Knight (2008, p. 1) explains it. This quote exemplifies the overlap and interrelationship of the concepts of globalization and internationalization. Internationalization is often confused with globalization (Altbach, 2004; Knight, 2008). Knight (2008) further explained the debates of globalization and internationalization have increased due to the rapid development of cross-border activities in higher education. These debates have also strengthened the tendency to explain and define internationalization of higher education. An explanation of these two concepts of globalization and internationalization is offered by Teichler (2004) in the following quote:

Globalization initially seemed to be defined as the totality of substantial changes in the context and inner life of higher education, related to growing interrelationships between

different parts of the world whereby national borders are blurred or even seem to vanish.
(pp. 22–23)

However, due to the dynamic and evolving concepts of these two phenomenon, Teichler (2004) pointed out that the term of globalization is substituted for the term for internationalization in the public debate on higher education resulting in a shift of meanings: “The term tends to be used for any supra-regional phenomenon related to higher education and/or anything on a global scale related to higher education characterized by market and competition” (p. 22–23). de Wit (2010) confirmed the relationship and evolution of the terms of globalization and internationalization. “In the past ‘international education’ was mostly frequently used term synonymous to internationalization, most recently ‘globalization’ has come more commonly used as a term related to or even synonym of internationalization” (p. 8). Internationalization of higher education is one of the ways the United States has responded to the impact of globalization. The next section provides a description of how thought leaders in the area of internationalization define the concept of internationalization.

Internationalization of Higher Education

Altbach (1998) has called the university as one institution that has always been global in nature: “With its roots in medieval Europe, the modern university is at the center of an international knowledge system that encompasses technology, communications, and culture” (p. 347). The impact of globalization has intensified the process of IHEs returning back to their original purpose to be global in their focus. The section first explores the concept of internationalization of higher education from the perspectives of definitions, rationales, and the internationalization cycle developed by Knight (1994).

Definitions

This section emphasizes the growing literature on internationalization of higher education in ways which explores a wide variety of internationalization conceptualizations.

Internationalization of IHEs has been the response to globalization used to redefine the institutions in the United States. IHEs have adopted the strategy of internationalization of their campuses to meet the demands of today's global society and market.

Scholars such as de Wit (2002, 2013), Knight (2004), and Altbach (2004) have discussed the evolution of the term of internationalization. In the 1980s, the term 'international education' was used as an umbrella term to encompass a series of fragmented and unrelated international activities in higher education (de Wit, 2013). Examples of these activities were study abroad, foreign student advising, student and staff exchange, development education, and area studies. In the 1990s, the term of 'international education' gradually transitioned to 'internationalization of higher education' in order to create a more conceptual approach to internationalization (de Wit, 2013).

Currently, in the area of higher education there exists confusion and misunderstanding among the term of internationalization and concepts associated with internationalization (Altbach, 2004; de Wit, 2002; Knight, 2004). Both Knight (2004) and de Wit (2002) emphasize the importance of having a common understanding of the term in order to discuss and analyze the dynamic and complex phenomenon of internationalization. Another reason for a mutual understanding of the concept of internationalization is to advocate for increased attention and support from policy makers and academic leaders (Knight, 2004).

Three scholars in the field of internationalization developed definitions that show the evolution of the term of internationalization. In the late 1980s, internationalization was commonly defined at the institutional level and in terms of activities.

An example of this approach was provided by Arum and van der Water (1992) when they proposed that internationalization refers to “the multiple activities, programs and services that fall within international studies, international education exchange and technical cooperation” (Arum & van de Water, 1992, p. 202).

In the mid-1990s, Knight (1994) created a definition for internationalization with a process or organizational approach. Knight (1994) emphasized that internationalization was a process that need to be integrated and sustainable at the institutional level. Knight (1994) defined internationalization as the “process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution” (Knight, 1994, p. 7). Knight updated her definition to reflect the evolving and dynamic nature of internationalization. The updated definition states: “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003, p. 2). Knight (2003) chose specific elements for the definition of internationalization. The element of process is used to describe that internationalization is an ongoing and continuing effort (Knight, 2003). It is a developmental quality to internationalization. The elements of international, intercultural and global dimension are used intentionally as a triad to reflect the scope of internationalization. International is used in the sense of relationships between and among nations, cultures, or countries. Intercultural is to emphasize the features relating to the diversity of cultures that exists within countries, communities, and organizations. Global is part of the triad to provide a sense of worldwide

perspective. The element of integrating is used to identify “the process of infusing or embedding the international and intercultural dimension into policies and programs to ensure that internationalization remains fundamental, not peripheral and is sustainable.” (Knight, 2003, p. 12) The element of purpose denotes to the overall role and aims that postsecondary education has for a country or more specifically, the mission of an institution. The element of function addresses to the primary elements that describe a national postsecondary system and an individual institution. The element of delivery includes the offerings of education courses and programs both domestically and abroad. This includes traditional IHEs and new providers of knowledge and education.

A definition with a more holistic view of internationalization was developed by Soderqvist (2002):

Internationalization of a higher education institution is defined as a change process from a national higher education institution to an international higher education leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competences. (Soderqvist, 2002, p. 29)

Other versions of definitions for internationalization are provided by organizations supporting internationalization of higher education.

A member of the NAFSA: Association of International Educators, Hudzik (2011), developed a definition for comprehensive internationalization. NAFSA: Association of International Educators is an organization promoting international education and providing professional development opportunities to the field.

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it. (Hudzik, 2011, p. 10)

Another definition is created by the American Council on Education (ACE). ACE has a Center for Internationalization and Global Engagement (CIGE) that supports institutions in their efforts to achieve strategic, comprehensive internationalization, and to prepare students to succeed in an increasing globalized world. Their definition for comprehensive internationalization at IHEs: "a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions."

These various other definitions for internationalization can be generalized into classifications. Knight (1997) provided a classification of these definitions according to four generic perspectives: activity, competency, ethos, and process. The first perspective is activity. "Internationalization that has an activity perspective focuses on higher education activities that promote an intercultural dimension, including the presence of international students, curriculum

and student/faculty exchange” (Knight, 1994, p. 7). The next perspective is competency. “Internationalization with a competency perspective emphasizes the development of skills, knowledge, attitudes and values that are important for one to compete in the global marketplace” (Knight, 1994, p. 7). The third perspective is ethos. “Internationalization with an ethos perspective emphasizes creating a culture or climate that values and supports intercultural/international perspectives and initiatives” (Knight, 1994, p. 7). Finally, the fourth perspective is internationalization with a “process perspective which stresses the integration of an international and intercultural dimension into teaching, research, and service through combination of activities, policies, and procedures” (Knight, 1994, p. 7).

National and Institutional Levels

A complete understanding of internationalization of higher education consists of a perspective at the institutional level and at the national level. The national level includes different governmental or NGOs that are active in the internationalization of higher education (Knight, 2004). On the government side, this can include departments of education, foreign affairs, science and technology, culture, and immigration—all of which have a primary interest in the international dimension of higher education.

The individual, institutional level is where the real process of internationalization is taking place. The national/sector level has an important influence on the international dimension of higher education through policy, funding, programs, and regulatory frameworks (Knight, 2004). The national level is more complicated as it can include different governmental or NGOs that are active in the internationalization of higher education. Two examples of the national level organizations active in the internationalization of higher education are described in the following sections.

The National Association of State Universities and Land-Grant Colleges (NASULGC) has a national action agenda for internationalizing higher education.

This organization is committed to promote the competitiveness of U.S. higher education by assisting member institutions to internationalize, through the work of the Commission on International Programs. NASULGC also serves as a national voice with the government and other organizations advocating, articulating, and acting to enhance the internationalization of higher education. (NASULGC, 2007)

The U.S. Department of Education is an example of the national level effort to support and promote the internationalization of higher education. The U.S. Department of Education has established its first-ever, fully articulated international strategy:

The strategy is designed to simultaneously advance two strategic goals: strengthening U.S. education and advancing our nation's priorities. The strategy reflects the value and necessity of: a world-class education for all students; global competencies for all students; international benchmarking and applying lessons learned from other countries; and education diplomacy and engagement with countries (U. S. Department of Education, 2012).

Rationales for Internationalization

The rationales driving internationalization have been presented in four groups: social-cultural, political, academic, and economic (de Wit, 1995; Knight & de Wit, 1997, 1999). Rationales have been grouped in four general categories and sub-categories of these major groups (de Wit, 2002; Knight & de Wit, 1995). These categories include political, economic, social-cultural, and academic.

The sub-categories for political are foreign policy, national security, technical assistance, peace and mutual understanding, national identity, and regional identity. The sub-categories for economic include growth and competitiveness, the labor market, national education demand and financial incentives for institutions and governments. The sub-categories for academic include providing an international dimension to research and teaching, extension of the academic horizon, institutional building, profile-status, enhancement of quality and international academic standards. (de Wit, 2002, pp. 95–99)

There are various motivations for the process of internationalization to take place at an institution. According to Altbach and Knight (2007), the various reasons for internationalization include profits, access provision and demand absorption, traditional internationalization, developing-country internationalization, and individual internationalization. The following section provides a brief description of each of the mentioned motivations for internationalization.

Profits. Earning money is a key motive for all internationalization projects in the for-profit sector and for some traditional nonprofit universities. For example, University of South Florida wants to become globally known university (Fischer, 2010). As many other institutions, University of South Florida didn't have the resources, the expertise or the time in-house to realize their internationalization efforts (Fischer, 2010). The university decided to use the private sector resources for global recruiting. The use of the private sector is a more effective way to compete for international students in the global market and to bring new sources of revenues (Fischer, 2010). Michael Metcalf, associate provost for international affairs at the University of Mississippi, said "as the growth in the number of high-school graduates levels off in the United States, the overseas expanding middle class has enough money to pay for full freight for an American college degree" (Fischer, 2010). Many institutions reap the benefits of

international graduate students on their campus. The international students provide for the institutions the services of research and teaching for modest compensation (Altbach & Knight, 2007). In addition, these international students spend their money in the host country. Davis (2003) estimated that international students brought \$12 billion to the U.S. economy.

Access provision and demand absorption. Another motivation for internationalization efforts for U.S. universities and colleges is to provide access to students in countries lacking the opportunities within their country to meet the demand of higher education (Altbach & Knight, 2007). Altbach and Knight (2007) indicates that access can take on many forms such as branch campuses, franchised foreign academic programs or degrees, or independent institutions based on foreign academic models. For example, Troy State University from the United States established a foreign branch, the International College of IT (Information and Technology) and Management. Troy State University has a teaching site in Bangkok for its Masters of Business Administration (MBA) program and students can transfer to the United States depending on funds and visa requirements (Altbach & Knight, 2007).

Research on Institutional Internationalization

The complex nature of the concept of internationalization calls for rigorous and sustainable models for assessing the dynamic nature of institutional change through the process of internationalization. This section reviews some theoretical models to assess the institutional change through the process of internationalization. It first reviews the *Internationalization Cycle* developed by Jane Knight (1994) to analyze the phases institutions participate in their process of internationalization. Second, an analysis of the organizational perspectives of each institution and assesses how the perspectives affect the process of internationalization. Next, the role of leadership, specifically the *transformational leadership theory*, is observed in the process of

internationalization. Finally, the concept of *Institutional Change* (Eckel et al., 1999) developed by the American Council on Education is reviewed to understand the characteristics and strategies of institutional transformation through change initiatives.

Internationalization Cycle by Knight (1994)

Knight (1994) found that there are four various types of approaches being used to describe the concept of internationalization. Internationalization can be examined through the lenses of the process approach and the organizational approach for institutional internationalization. The following is a brief description for each.

Process approach. The process approach frames internationalization as a process which integrates an international dimension or perspective into the major functions of the institution. Terms such as infuse, integrate, permeate, incorporate are used to characterize the process approach. A wide range of activities, policies and procedures are part of this process (Knight, 1994, p. 4).

Activity approach. The activity approach describes internationalization in terms of category or types of activities such as curriculum, scholar/student exchange and technical cooperation (Knight, 1994, p. 4).

Competency approach. The competency approach looks at internationalization in terms of developing new skills, attitudes, knowledge in students, faculty and staff. The focus is clearly on the human dimension not on academic activities or organizational issues (Knight, 1994, p. 4).

Organizational approach. The organizational approach focuses on developing ethos or culture in the university or college that values and supports intercultural and international perspectives and initiatives. This last approach is closely linked with the process approach (Knight, 1994, p. 4).

Elements of Internationalization

Elements of internationalization include a wide range of academic activities and services as well as organizational factors. Universities or colleges may be engaged in or consider these elements in their development of institutional internationalization. Knight (1994) developed a list of elements of internationalization. The list is divided between academic activities or services and organizational factors.

Academic activities and services. The list of academic activities or services is:

1) curriculum, 2) work/study abroad (area recognized as one of the most important elements of internationalization), 3) international students, 4) faculty/staff exchange and mobility, 5) foreign language study, 6) international development initiatives, 7) institutional cooperation agreements, 8) research with an international dimension, 9) area studies/theme centers, 10) cross-cultural training, and 11) extra-curricular activities and institutional services.

Academic activities and services are significant; however other factors to consider are organizational factors. If organizational factors are not taken into account in the process of internationalization, they can stall or even prohibit the implementation of internationalization of the institution (Knight, 1994). Knight (1994) described which organizational factors of the internationalization process are the most critical and fundamental for internationalization: 1) the commitment and support of senior leadership, faculty, and staff; 2) adequate internal funding plus support from external agencies; and 3) the presence of an international office with experienced personnel. Each institution has its own organizational culture which is affected when such a process as internationalization is implemented. Knight (1994) provided a list of organizational factors to be considered.

Organizational factors. These are: 1) expressed commitment by president and senior administration; 2) interest and involvement of faculty and staff; 3) adequate funding allocation; 4) international office; 5) expressed support by board of trustees; 6) communication channels; 7) experienced personnel; 8) external linkages, 9) policy statements; 10) annual planning, budget and review process; 11) decentralized/centralized approach; and 12) interdisciplinary cooperation.

Knight (1994) developed a diagram that attempts to capture the concept of internationalization through a cycle. According to Knight (1994), a cycle represents the process of internationalization is an ongoing and continuous effort. The process of internationalization demonstrates an evolutionary or developmental quality to the concept.

Internationalization cycle. The internationalization cycle may be used as a practical strategy. The strategy includes the integration and institutionalization of the international dimension into the institution's system and values. Knight (1994) created a cycle with six phases in which an institution would move through at its own pace. The cycle is seen as a sequence; however, it is important to point out that two-way flow will occur between different phases.

Awareness. The first phase is awareness. According to Knight (1994), propagating awareness of the priority and benefit of internationalization for faculty, staff and students is an importance first step. It is critical for all stakeholders to be aware of the issues and be heard since internationalization affects the whole institution.

Commitment. Once awareness is created, the next phase is commitment. Phase two includes building commitment. Commitment is needed among stakeholders of the institutions to the process of integrating and international dimension into the functions of the institution. Those functions are teaching/training, research and service functions. Demonstrated commitment of

senior leaders will lead the process, but the drive and heart of internationalization will be the faculty and staff.

Planning. Phase three is planning. During this phase, developing a comprehensive plan or strategy is the key. Knight (1994) believed that “timing for the development of strategy is an important factor as the commitment and involvement of a critical mass of supporters or champions are prerequisites to develop a plan and operationalize it” (p. 13). Since planning happens at different levels, a mission statement plays a central role. The institution-wide plan needs to reveal the significance and provide the structure and direction. Next is to translate this expression of priority and intent into strategic and operational plans. Planning for internationalization will be unique to each institution. With the vision of institutional internationalization, practical and achievable steps are the operational plan.

Operationalize. The next phase, four, is operationalize. This phase includes implementing the different aspects of a strategy and creating a supportive culture. Three things will play a significant role in this phase. They are academic activities, organizational factors, and guiding principles. Knight (1994) suggested having institutions to develop their own set of guiding principles that reflect the goals for internationalization within the existing culture and climate of the organization. The creation of guiding principles leads the institutional culture. A culture values and supports the benefits of internationalization. Within the phase of operationalization, the priority and pacing of the academic activities and organizational factors depend on the resources, needs, and objectives of each institution (Knight, 1994). It is within this phase that Knight (1994) suggested the establishment of an international office or position dedicated to the international activities.

Review. Phase five is review. This phase involves assessing and continually enhancing the quality and impact of the different aspects of the process.

Reinforcement. The final phase, six, is reinforcement. This phase emphasizes the significance of the reward and recognition of faculty and staff participation. Knight (1994) believed in order to develop a culture which supports internationalization an institution must find concrete and symbolic ways to value and reward faculty and staff who are involved in the work of internationalization.

The process of internationalization is unique to each institution dependent on various variables. One of those variables is the organizational structure. IHEs are multifaceted, dynamic organizations. A theoretical perspective lens through which to view the process of internationalization can assist in making sense of the dynamic nature of internationalization. The following section describes examples of organizational theories in higher education.

Organizational Theories

The president, senior administration, and the board of trustees can effectively lead higher education institutions in the United States if they understand the faculty culture, historical influences, and ways of operating. Manning (2013) described the complex nature of higher education institutions today.

Higher education is a complex enterprise open to a wide range of understanding and interpretations. Its complexity is expressed in the types of institutions, environmental pressures exerted, multiple and simultaneously occurring organizational structures, and numerous professional identities of its member. Those working in higher education can only make sense of this complexity by understanding and using a combination of theoretical perspectives through which to view their work. (Manning, 2013)

The organizational perspectives expressed by Manning (2013) are used to understand higher education on several levels. Manning (2013) provides the following idioms as playful ways to consider the organizational perspectives and theories.

Organized Anarchy: “Don’t try to make sense of it—just trust that it works”

Collegial: “We’re all equal colleagues here. Let’s discuss this over coffee”

Bureaucratic: “A place for everyone and everyone in their place”

A review of organizational theories of institutions is a variable essential for understanding how the process of internationalization has an impact on its transformation. Another variable to consider is how leadership plays a role in the transformation of an institutional through institutional internationalization. The following section provides information on leadership theory, specifically transformational leadership.

Transformational Leadership

“Transformational leadership is an approach that describes a wide range of leadership from specific attempts to influence followers on a one-to-one level to very broad attempts to influence whole organizations and even entire cultures.” (Northouse, 2013, pp. 185-186) The following is a definition of transformational leadership.

As the name implies, transformational leadership is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing the followers’ motives, satisfying their needs, and treating them all as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership. (Northouse, 2013, p. 185)

Bass (1985) argued that transformational leadership motivates followers to do more than expected by

(a) raising followers' levels of consciousness about the importance and value of specified and idealized goals, (b) getting followers to transcend their own self-interest for the sake of the team or organization, and (c) moving followers to address higher-level needs. (p. 20).

Northouse (2013) identifies four factors that are commonly associated with transformational leadership as well as common strategies used by leaders in transforming organizations.

Charisma or idealized influence. The first factor is charisma or idealized influence. It is the emotional element of leadership (Antonakis, 2012). Followers usually have deep respect and trust for this type of leader. They provide followers with a vision and a sense of mission (Northouse, 2013).

Inspirational motivation or inspiration. Factor number two is inspirational motivation or inspiration.

This factor is descriptive of leaders who communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization. In practice, leaders use symbols and emotional appeals to focus group members' efforts to achieve more than they would in their own self-interest (Northouse, 2013, p. 136)

Intellectual stimulation. The next factor is intellectual stimulation. "This factor includes leadership that stimulates followers to be creative and innovative and to challenge their

own beliefs and values as well as those of the leader and the organization.” (Northouse, 2013, p.136)

Individualized consideration. The final factor is individualized consideration. “It is representative of leaders who provide a supportive climate in which they listen carefully to the individual needs of follower.” (Northouse, 2013, p.136)

Strategies for Transforming Organizations

Common strategies used by leaders in transforming organizations were found in a study by Bennis and Nanus (1985). This study used the strategies proposed by Bennis and Nanus (1985), common strategies in analyzing the role a leader may play in the transforming of their institution through the process of international. Those strategies are the following: 1) have a clear vision; 2) become social architects; 3) create trust; and finally 4) use creative deployment of self through positive self-regard. The next section provides a brief description of each strategy.

Clear vision. When organizations have a clear vision, it is easier for people within the organization to learn how they fit in with the overall direction of the organization and even the society in general (Northouse, 2013). Leaders who had a simple, clear vision had an image of an attractive, realistic, and believable future (Bennis & Nanus, 1985). Bennis and Nanus (1985) found that, to be successful, the vision had to grow out of the needs of the entire organization and to be claimed by those within it. Although leaders play a large role in articulating the vision, the emergence of the vision originates from both the leaders and followers (Northouse, 2013).

Social architects. Leaders who become a social architect for their organization create an environment for the shared meanings people upheld within their organization (Northouse, 2013).

These leaders communicate a direction that transforms their organization's values and norms (Northouse, 2013).

Trust. For organizations, leaders build trust by articulating a direction and then consistently implementing the direction even though the vision may have involved a high degree of uncertainty (Northouse, 2013). Trust is created by leaders who make their own positions clearly known and then stand by them (Northouse, 2013).

Creative deployment of self. Leaders use creative deployment of self through positive self-regard. These leaders are who know their strengths and weaknesses, and emphasize their strengths rather than dwelling on their weaknesses (Northouse, 2013). Leaders were aware of their own competence are able to immerse in their tasks and overarching goals of their organizations (Northouse, 2013).

The theory of transformational leadership is a broad perspective that captures many aspects and dimensions of leadership. The theory describes how leaders can initiate, develop, and carry out significant changes in organizations. The role that leaders can play in transforming an organization, specifically in higher education, can be significant in the process of internationalization.

Another variable to consider in the process of internationalization is institutional change. The final section describes institutional change. The elements of institutional change are important to understanding the process of internationalization and its transformation through this process.

Institutional change by ACE (1999). Each institution's journey of transformation is different. It is often hard to understand and manage, but a study of the process is essential. There are various aspects of change that can be personal, political, and cultural (Eckel et al.,

1999). The American Council on Education (ACE) developed a series of papers that led to the resource book entitled the *ACE Project on Leadership and Institutional Transformation*. The following statement described the underlying assumptions of the project.

Each institution determines its agenda for change in response to a variety of external and internal contextual factors, examines the reasons for change (the “why”), crafts the substance of the agenda (the “what”), and designs the process (the “how”, which includes the “who”). We assumed that institutions must pay careful attention to all of these elements and consider them as inextricably related in creating change. (Eckel et al., 1999, p. v)

The concepts and strategies developed in *ACE Project on Leadership and Institutional Transformation* resource book can be used as a framework for understanding the change process that takes place at institutions through the change initiative of internationalization. The definition of institutional transformation provided by Eckel, Green, and Hill (1998) state that institutional transformation: “1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) is deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time” (p. 3).

There are concepts of any change initiatives that are common to institutions. These concepts influence the change process, procedural issues that continually arise over the course of a change effort, and the specifics aspects of institutional culture that will affect the change process. The subsequent sections provide a short description of change process concepts.

Context: Organizational structure and the human element. Colleges and universities are “untidy” organizations that operate on the basis of “delayed, confounded feedback,” making it difficult to associate causes with effect (Weick, 1983, p. 17). Change in higher education can

be seen in the context by organizational structures. These structures can provide possibilities or constraints on the change process. Another aspect within the context of higher education is the human element of fear. Fear can be a major issue for those involved in the change initiative. Fear must be addressed by the leader, an important role to consider in institutional transformation.

Three central and recurring issues related to change. According to Eckel et al. (1999), any change initiative raises a set of fundamental questions that will resurface throughout the process. Addressing these questions through the process will allow the initiative to evolve in a healthy, productive, and successful way (Eckel et al., 1999, p. 11). Examples of the questions developed by Eckel et al. are: Why did this institution need to change? How much change should be made? Who will be involved or how?

Institutional culture. Each institution has its own culture and within the various departments and offices, subcultures exist. Institutional culture determines what is important, what is acceptable, and how business gets done at a particular campus. Schein's (1992) definition of culture is shaped by commonly held beliefs, values, and underlying assumptions. Institutions succeed at cultural change when they are reflective about how their campus culture shapes institutional life and use this insight to craft strategies to make change in the desired direction (Eckel et al., 1999, p. 21). Understanding institutional culture is analogous to peeling away the many layers of an onion (Kuh & Whit, 1988). The outer skins of the onion are the organization's artifacts, the middle layers the espoused values, and the inner core the underlying assumptions (Schein, 1992). Artifacts are those visible products, activities, and processes that form the landscape of the institutional culture (Eckel et al., 1999, p. 23). Espoused values are the articulated beliefs about what is "good" and what "works" and what is "right" (Eckel, et al.,

1999, p. 23). Underlying assumptions are the deepest ingrained assumptions that have become rarely questioned, taken-for-granted beliefs (Eckel et al., 1999, p. 23). Underlying assumptions are at the inner core of organizational culture (Eckel et al., 1999).

The success of institutional change consists of action, not just discussion and planning. Various strategies were developed by Eckel et al. (1999). Three examples of these strategies are observed as teams/teamwork, engagement of the campus, and deployment of resources. A brief description of each strategy follows.

Teams/Teamwork. A strategy suggested by Eckel et al. (1999) is leading change with teams. Eckel et al. (1999) believed for an institution to succeed with change, collaboration must be extended beyond the confines of a particular team or group to include widespread institutional participation. “Change is more likely to become institutionalized when various stakeholders are involved, when a wide range of people see themselves benefiting, and when a change makes sense to the campus” (Eckel et al., 1999, p. 25).

A team is defined as a specifically formed group with a strategic purpose; it is a “small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable” (Katzenbach & Smith, 1994, p. 45). Teams are dynamic and often created for a short period of time. They serve to exist for a special purpose and as long as the task at hand requires (Eckel et al., 1999, pp. 27–28). Teams play two primary roles in effecting institutional change. The first one is the “task team”. They undertake a task or a set of tasks to fulfill a specific responsibility or charge. The “strategy team” works to monitor the change process and oversees and coordinates the work of task teams (Schein, 1993). Adopting a team approach strategy doesn’t

guarantee progress on institutional change; however it is an approach that could be proven successful at particular institutions (Katzenbach & Smith, 1994).

Participation among stakeholders. Eckel et al. (1999) emphasizes that important constituents have to believe an action is required before they would willingly subscribe to the change. Furthermore, the change has to present a better future, rather than simply a different one. In addition, change must improve something considered important such as the experiences of students or the professional lives of faculty and staff (Eckel et al., 1999, p. 35).

Many strategies were created by Eckel et al. (1999) to engage the campus community in the change initiative. Some of those strategies are identified. The first one is making a clear and compelling case for change. Change leaders must articulate and frame discussion that explores why a specific change is needed. The second strategy is crafting a change agenda that makes sense. For change initiatives to succeed, change has to make sense to those who will implement the initiative. At the same time, change initiatives have to challenge values and practices that are no longer working (Eckel et al., 1999). The third strategy is widening the circle of participation. There are many ways to engage stakeholders and campus groups in conversations. The methods chosen will vary depending on institutional history and culture, as well as the topic at hand (Eckel et al., 1999). The final strategy is making connections. Creating linkages among related activities leads to fresh conversations that generate new ideas and strengthen shared purposes (Eckel et al., 1999). These linkages help create sustained energy needed for change effort to continue and evolve (Eckel et al., 1999).

Deploying resources: Money, time, and attention. Three resources are central to the change process: money, time, and attention. The resources are intentionally and strategically directed to ensure the success of change initiatives.

Time. Leaders have many tasks. One task is to convince other people to dedicate some of their time to the change initiative. The dedication and commitment of among stakeholders happens only if the change initiative is connected in meaningful ways to their interests and become their personal priority (Eckel et al., 1999, p. 45).

Attention. Focusing attention serves several purposes. Focused attention demonstrates the importance of an issue, claiming it as an institutional priority and worthy of time and resources. In addition, when leaders focus attention, they help define a common reality. Focusing attention helps people tackle tough problems that required sustained effort (Heifetz, 1994).

Money. Money as a resource is important for a change initiative. The values and priorities of an institution are embedded in its budget. An important indicator of durability of change is the extent to which it becomes reflected in the budget of an institution.

An Analytical Framework for Institutional Transformation through Internationalization

By incorporating the above analytical frameworks, the researcher developed a hybrid framework (see Figure 1) for studying institutional transformation through the process of internationalization.

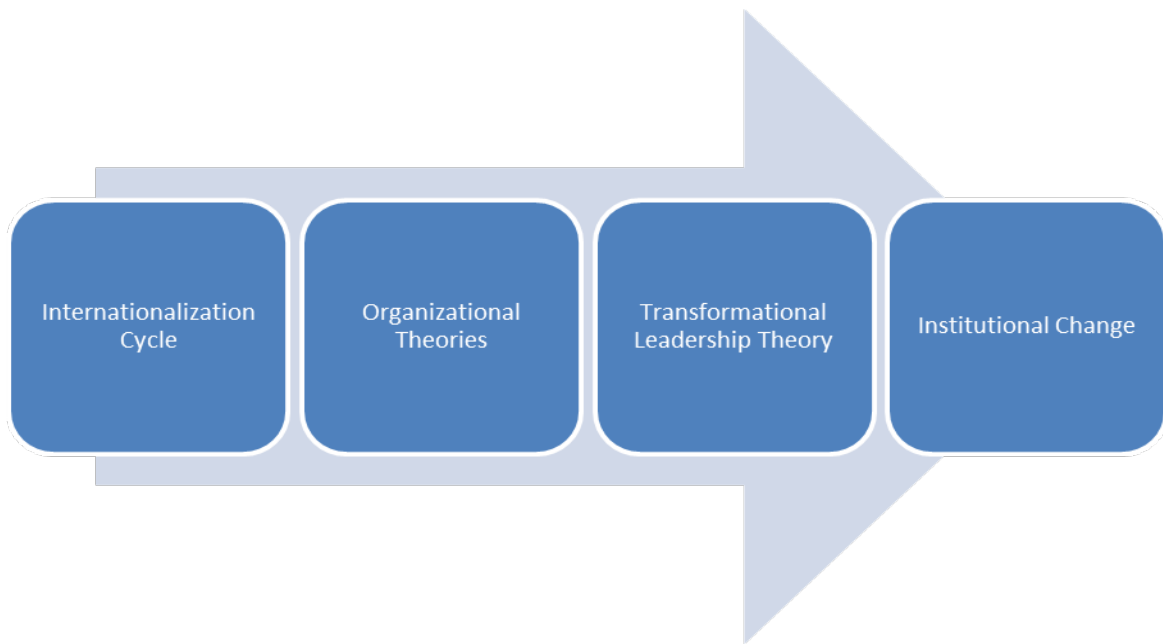
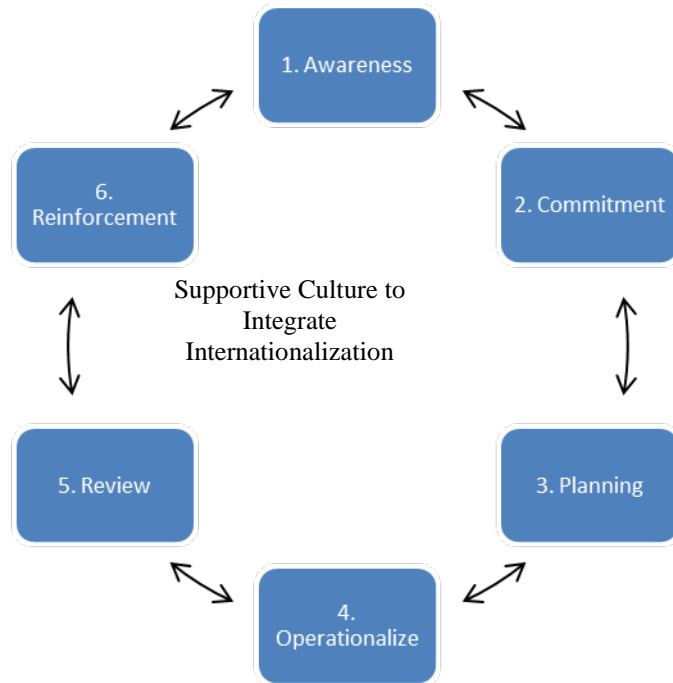


Figure 1. Analytic Framework for Institutional Transformation through the Process of Internationalization

Phase One – Internationalization Cycle



1. Awareness of need, purpose and benefits of internationalization for students, staff, faculty, and society
2. Commitment by senior administration, board of trustees, faculty and staff, and students
3. Planning identify needs and resources; purpose and objectives; priorities; strategies
4. Operationalize academic activities and services, organizational factors, and use guiding principles
5. Review assess and enhance quality and impact of initiatives and progress of strategy
6. Reinforcement develops incentives, recognition and rewards for faculty, staff and student participation

Figure 2. Internationalization Cycle by Knight (1994)

Dimension	Major Indicators
Academic Activities & Services	<ul style="list-style-type: none"> • Curriculum • Work/Study Abroad • International Students • Faculty/Staff Exchange & Mobility • Foreign Language Study • International Development Initiatives • Institutional Cooperation Agreements • Research with an International Dimension • Area Studies/Theme Center • Cross-cultural Training • Extra-Curricular Activities & Institutional Services
Organizational Factors	<ul style="list-style-type: none"> • Expressed commitment by President & Senior Administration • Interest & Involvement of Faculty & Staff • Adequate Funding Allocation • International Office • Expressed Support by Board of Trustees • Communication Channels • Experienced Personnel • External Linkages • Policy Statements • Annual Planning, Budget & Review Process • Decentralized/Centralized Approach • Interdisciplinary Cooperation

Figure 3. Knight's (1994) List of Academic Activities and Services and Organizational Factors

Phase Two – Organizational Theories—Manning (2013)

Organizational Elements	Organized Anarchy Stanford University	Collegial Kalamazoo College	Bureaucracy Troy University
Disciplinary foundation	<i>Political philosophy</i>	<i>Sociology</i>	<i>Modernity</i>
Decision-making mode	<i>Garbage can model</i>	<i>Participative decision making</i>	<i>Rational decision making</i>
Actions based on	<i>Fluid participation</i>	<i>Consensus; discussion</i>	<i>Technical; standard operating procedures</i>
Mechanism for reality creation	<i>Multiple realities</i>	<i>Shared constructions</i>	<i>“natural”; external; ideal type from nature</i>
Sources of meaning	<i>Complexity</i>	<i>Academic disciplines</i>	<i>Objective rules</i>
Power	<i>Diffused</i>	<i>Expert; professional</i>	<i>Legitimate</i>
Structure	<i>Varied</i>	<i>Circular</i>	<i>Hierarchical; pyramid</i>
Metaphor	<i>Anarchy</i>	<i>Circle</i>	<i>Machine</i>
Examples/Archetype	<i>Colleges/universities</i>	<i>Legal process; faculty senate; professional associations</i>	<i>Military; church</i>
Leadership	<i>Constructed & symbolic</i>	<i>First among equals</i>	<i>Top-down; legitimate authority; leadership emanates from office</i>
Communication	<i>Intermittent</i>	<i>Protracted; oral based</i>	<i>Top-down; written predominates</i>
Scope of influence	<i>Pockets</i>	<i>Faculty</i>	<i>Institutional</i>
Reward structure	<i>Individual</i>	<i>Expertise in discipline; peer review</i>	<i>Merit</i>
Source of structure	<i>Chaos</i>	<i>Academic disciplines</i>	<i>Nature</i>
How you perceive your co-workers	<i>Fellow professionals</i>	<i>Colleagues</i>	<i>Worker bees</i>

Figure 4. Organizational Structures by Manning (2014)

Phase Three – Transformational Leadership—Northouse (2013)

Factors	Strategies
Idealized Influence	Clear Vision
Inspirational Motivation	Social Architect
Intellectual Stimulation	Trust
Individualized Consideration	Creative Deployment of Self

Figure 5. Factors of Transformational Leadership (Northouse, 2013), and Strategies of Transformational Leadership (Bennis & Nanus, 1985)

Phase Four—Institutional Change—ACE (1999)

Category	Major Indicators
Institutional Change Concepts	<ul style="list-style-type: none"> • Context • Three Central & Recurring Issues • Institutional Culture
Institutional Change Strategies	<ul style="list-style-type: none"> • Teamwork • Participation among Stakeholders • Deploying Resources

Figure 6. Institutional Change (Eckel et al., 1999)

The main contents of the analytical framework are discussed below.

Phase I: Internationalization cycle. Phase I examines the internationalization cycle of the institution. The pioneering program begins the observation of the process of internationalization. The pioneering program can be defined as an international program as the catalyst of the institution’s shift from an inward focus to an outward focus. Phase I would provide a context of the internationalization that occurred at each institution. A more in depth analysis of how each institution operationalized its internationalization strategies is observed through a look at the academic activities and services as well as the organizational factors. The cycle provides insights into how institutions make groups aware of their efforts to internationalize their campus, the acceptance (buy-in) among various stakeholders, and the participation among various stakeholders.

Phase II: Organizational theories. Phase II applies the observation of organizational theories of higher education in relationship to the process of internationalization. The journey of internationalization is personal, unique, and dependent on its organizational structure. Findings of this phase provide descriptive evidence on how leadership plays a role in internationalization specifically within various organizational structures of higher education. Phase I identifies

organizational factors in the Internationalization Cycle created by Knight (1994), however this phase specifically focuses the importance of organization structure in the process of internationalization. This phase also provides descriptive evidence on how organizational elements play a role in their internationalization strategy. This phase should provide how leaders recognize their organizational structure and implemented internationalization accordingly.

Phase III: Transformational leadership theory. Phase III applies the theory of transformational leadership to the role of leadership in institutional transformation through internationalization. The observation of the theory's factors and strategies provides insights on how leader(s) played a role in their institution's transformation.

Phase IV: Institutional Change. Phase IV examines the process of internationalization in the context of institutional transformation based on *Institutional Change* developed by ACE (Eckel et al., 1999) and the definition of institutional transformation developed by Eckel, Green, and Hill (1998). Institutional transformation: “1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time” (p. 3). This phase creates an index to study the institutional change concepts and strategies of each institution's internationalization.

CHAPTER THREE: RESEARCH AND DESIGN METHODOLOGY

Introduction

This dissertation explores the concept of internationalization and how the process of internationalization transforms an institution from an inward focus to an outward focus. This study concentrates on the institutional level of internationalization. Higher education in the United States has been undergoing institutional transformation through internationalization. Today's globalization has caused universities and colleges to re-evaluate the basic functions of teaching, research, and service. Higher education has a responsibility to ensure that their students are better prepared and equipped to live and work in a more globally connected world.

In this study, Knight's (1994) definition for the phrase *internationalization of higher education* was used.

Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education. (p. 3)

Institutional transformation through internationalization is not a "one-size fits all" process. Transformation is dependent on various variables. Those variables may include the type of approach used within the institution as well as the individual culture, and identity of the institution (Knight, 1994). The different levels of transformation reflect how dynamic is the

concept of internationalization. Internationalization is shaping new directions for higher education as well as responding to the current trends and needs of society.

As for *institutional transformation*, the definition used for this study focused on the work of Eckel, Green, and Hill (1998). They state that *institutional transformation*: “1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) is deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time” (p. 3).

Research Question(s)

The principle research question of this dissertation is: How does an institution transform from an inward focus to an outward focus through the process of internationalization? The four sub-questions are:

1. How does leadership play a role in the transformation of an institution through internationalization?
2. How does the institution propagate awareness of its internationalization efforts among various stakeholders?
3. What is the level of acceptance of the internationalization efforts at the institution among various stakeholders?
4. What is the level of participation of internationalization efforts at the institution among various stakeholders?

Research Study Objective

The objective for this study was to analyze the internationalization process used by three carefully selected diverse institutions. Those institutions included Stanford University in California, Kalamazoo College in Michigan, and Troy University in Alabama. These

universities were selected because they have successfully made substantial progress toward internationalization and are widely regarded by their peers as leaders and considered role models for internationalization in higher education. By analyzing the processes these universities used, relevant techniques were discovered, which can be helpful to other universities hoping to broaden their focus and impact globally.

Research Design

This study uses a qualitative, descriptive research methodology. Given the research questions presented and the type of knowledge being sought in this study, a qualitative method allows for greater analysis of individual depth and detail (Patton, 2002). Specifically, as used here, a case study research design, using a multiple-case with embedded units of analysis, is appropriate. Yin's (2009) two-part definition for a case study is provided below. Yin's definition of a case study justified the research design for this study.

A case study is an empirical inquiry that investigates a contemporary in depth and within real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

The case study rationale copes with the technically distinctive situation in which there will be many more variables of inherent than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulation fashion, and as another result benefits from the prior development of theoretical proposition to guide data collection and analysis. (p. 18)

There are advantages for using the case study method. One advantage is that case studies are tailor-made for exploring new processes or behaviors which require more understanding (Hartley, 1994). For the aforementioned advantage, the case study approach is particularly

useful for responding to *how* and *why* questions about a contemporary set of events (Leonard-Barton, 1990).

The following quote Gummesson (1988) provides another important advantage of case study research. He argued the case study design is an opportunity for a holistic view of the process. “The detailed observations entailed in the case study method enable us to study many different aspects, examine them in relation to each other, view the process within its total environment and also use the researchers’ capacity for *verstehen*” (Gummesson, 1988, p. 76).

Another advantage of the case study is that it is open to the use of theory or conceptual categories that guide the research and analysis of the data. Hartley (1994) argued that without a theoretical framework, the research is in risk of providing description without meaning.

Because of these reasons, this study was a multiple-embedded case study. The multiple-case study method has advantages over other qualitative methods. Yin (2009) elaborated:

The simplest multiple case design would be the selection of two or more cases that are believed to be literal replication, such as a set of cases with exemplary outcomes in relation to some evaluation questions, such as “how and why a particular intervention has been implemented smoothly. (p. 59)

Yin (2009) stated that the use of multiple-case study was derived from prior hypothesizing of different types of conditions. The researcher uses an embedded design to analyze the cases: furthermore within each case the researcher gives attention to the process of internationalization, institutional change as well as the role leadership played in the process of internationalization. Given that these parameters fit the situation to the research questions, choosing three institutions as part of this multiple-case study design as a method enabled the production of results that

provide compelling, robust substance to how institutions transform through institutional internationalization.

In anticipating the need for laying a foundation for this study the researcher began reviewing the literature in November 2012 on historical background of globalization, the rationale behind globalization and internationalization, its impact on higher education worldwide, and institutional transformation. In March 2013 the researcher used the knowledge from the literature to create research questions and to develop an analytical framework. Once this was finished, the researcher progressed forward with identifying the criteria for the higher education institutions that qualified for the research.

The next step was going back to the research questions and deciding what evidence would be needed in order to answer each part of the research questions: the role leadership plays in the process of internationalization, ways the institution propagated their internationalization efforts, the reactions among various stakeholders of internationalization efforts, and the participation among various stakeholders in the internationalization process. It became clear that in order to achieve the purpose of this study the researcher would need to develop specific tools to sort through the criteria. Eventually, the researcher focused on two ways of collecting data: interviews and examination of documents and archival records. Each of these tools allowed the researcher to triangulate the data.

Designs and Methods

Criteria for Site Selections

For this study, the three institutions were selected in this multiple case study so as to provide maximum variation in institutional governance, size, model, and geography as a sampling strategy to represent diverse cases and to fully describe multiple perspectives about the

cases (Creswell 2007). In their studies, the scholars provided an example of four aspects of sampling: events, settings, actors, and artifacts. These took into consideration that maximum variation is a popular approach in qualitative studies (Creswell, 2007). This approach consists of determining in advance some criteria that differentiate the sites or participants, and then selecting sites or participants that are quite different on the criteria (Creswell, 2007). This process frequently is chosen because when a researcher capitalizes on differences at the beginning of the study, it increases the likelihood that the findings reflected differences or different perspectives, this is ideal in qualitative research (Creswell, 2007).

The criterion for selecting each site was based the researcher's major professor's suggestions on visible and documented success in internationalization, geography and organizational factors including size. Once the sites were suggested, the researcher conducted a background study on each of the sites. The background research included a search of visible and documented success in internationalization and was based on the following characteristics: 1) the campus has been widely internationalized across schools, divisions, departments, and disciplines; 2) there is evidence of demonstrated commitment of senior administration; 3) the institution's mission or planning documents contained an clear or implied statement regarding internationalization; 4) a commitment to internationalization was reflected in the curriculum; 5) an international dimension in off-campus programs and outreach was evident; 6) faculty engaged in research and/or faculty exchange; 7) commitment to internationalization was reflected in education abroad; 8) commitment to internationalization is evident through recruitment of international faculty, scholars, and students.

The background research also included the identification of the catalyst, the pioneering program that began the institution's progression outward as well as the change agent(s), a

champion for the cause. Once the program or catalyst was identified, that was the point of reference to analyze the internationalization efforts in context of the institutional perspective, leadership, and the process of internationalization.

Sites Selected

The research involved three distinctly different higher education institutions in the United States. Those institutions were Stanford University in California, Kalamazoo College in Michigan and Troy University in Alabama.

Stanford is a mid-size, private liberal arts and research university located in Stanford, California. The university is among the oldest in the West, founded in 1885. It is a four year or more institution, with the doctorate as the highest degree offered. The current enrollment at Stanford is about 15,877 students (“Stanford Facts at a Glance,” <http://facts.stanford.edu/>). The current president is Dr. John Hennessy, who has been in office since 2000. Their current endowment is at \$18.7 billion (“Stanford Facts at a Glance,” <http://facts.stanford.edu/>).

Kalamazoo College is a small, private liberal arts higher education institution located in Kalamazoo, Michigan. The city of Kalamazoo College sits halfway between Chicago and Detroit, with a population of 74,000. Kalamazoo College was founded in 1833. The college is among the 100 oldest institutions in the country. The current enrollment at Kalamazoo College is about 1450 students (“Fast Facts about Kalamazoo,” <http://www.kzoo.edu/college/?p=fastfacts>). The current president is Dr. Eileen Wilson-Oyelaran, who has been in office since 2005. Their current endowment as of June 30, 2012 is at \$192,294,969 (“Fast Facts about Kalamazoo,” <http://www.kzoo.edu/college/?p=fastfacts>).

Troy University is a state-supported rural public university located in the southeast part of the United States in the city of Troy, Alabama. It was founded in 1887 as Troy State Normal

School as an institution to train teachers for Alabama’s schools. The institution has evolved into a state university, located in four sites across Alabama in Troy, Montgomery, Phenix City, and Dothan. The main campus has a total enrolment of 25,366 from all Troy University campuses (“Troy University Fact Site,” <http://trojan.troy.edu/factsite/headcount-demographics.html>).



Figure 7. Demographics

Population and Sample

The population for the case studies consisted of all stakeholders of the institutions including the policy makers, university administrators, faculty and staff members, students and their parents. The sample was composed of available senior institutional administrators including president, vice president, provost and/or vice provost (in charge of international affairs), directors, and deans. This sample population was able to provide comprehensive information about the internationalization of the institution due to their involvement in these efforts.

Data Collection

Data collection took place at each institution's site over a period of two weeks each and a span of three months. Additional information was obtained through documents, records, and archives analysis. The first issue in data collection was to get access to the data. According to Bogdan and Biklen (2003), how to get access to conduct the case study depends on "who you are, what you want to study, and what you hope to accomplish" (p. 73). As a Brazilian-American student in a doctoral program in the United States focusing on internationalization of higher education and a Spanish and Portuguese instructor at Spelman College in Atlanta, Georgia for the past five years, the researcher's goal was to understand how institutions transform through the process of internationalization. In 2010, Spelman College was initiating their "Spelman Going Global" internationalization campaign. It was this campaign that confirmed the interests of the researcher in how institutions transform through the process of internationalization. The researcher's fifteen years teaching experience as a Spanish and Portuguese instructor, over five years working experience assisting IHEs in their

internationalization efforts, and doctoral course work have prepared the researcher well for collecting qualitative data.

For the purpose of this study the researcher relied upon mainly two forms of data collection: interviews and document analysis. An in-depth understanding of the institution's transformation through the process of internationalization at three institutions as well as different perspectives on internationalization, were then developed.

Interviews. The primary method of data collection was through interviews of senior administration involved in the internationalization process. Patton (2002) stated the purpose of interviews "is to allow us to enter into the other person's perspective" (p. 341). Interviews are important to the case study research method. Yin (2009) expressed, "interviews are an essential source of case study evidence, because most case studies are about human affairs" (p. 90). The interviews were focused and open-ended.

The first step of the data collection through interviews was to identify the key personnel who were knowledgeable of the internationalization efforts at their institution. The target interviewees include senior administration: president, vice president, provost, deans, and directors involved in institutional internationalization. Snowball sampling was used to select qualified individuals for interviewing. The researcher used multiple participants for the study. According to Glick et al. (1990), an important advantage of using multiple participants is that the validity of information provided by one participant can be checked against others. Moreover, the validity of the data used by the researcher was enriched by determining discrepancies and confirmation of facts among various participants' reports.

An e-mail invitation was sent to target interviewees. The e-mail included the main contents of the interviews and a consent form (see Appendix A). The researcher asked the

interviewees to suggest other individuals for interviewing. Yin (2009) described a focused interview as a type of case study interview in which a person is interviewed for a short period of time, an hour, for example (p.107). The interviews remained open-ended and assumed a conversational manner, but most likely the interview would follow a certain set of questions derived from the case study protocol (Yin, 2009). These interviews were semi-structured and open-ended. The questions were derived from the case study protocol; however the researcher remained open to the information that emerges. This option allowed for flexibility to pursue a wide range of topics and offered the participants the opportunity to shape the content of the conversation. The interviews lasted from thirty minutes to an hour. Interviews were conducted until the material became saturated.

All interviews were conducted in the participants' natural setting at the various sites. Merriam (1998) stated, "One must physically go to the people, setting, site, institution ('field'), in order to observe behavior in its natural setting" (p. 19). The researcher chose to travel to the various sites studied in the research to ensure comfort and familiarity to achieve the maximum amount of full disclosure of information. Prior to the interview, the researcher reviewed again the main contents of the study, how the data would be used, and the rights of the interviewee. The interview questions were centered on the identification of the pioneering program that began the institution's outward progression. The researcher chose to tape-record the interviews to maintain level of accuracy and richness of data.

Document analysis. Documents, records, and archives were acquired as another method of data collection. IHEs often have a vast number of documents in regards to implementation of change initiative such as internationalization. These documents were used to understand the

institution's context and the implementation process of internationalization. Yin (1989) identified three important uses of documents that were consistent with this study:

- (a) To verify the correct spelling and titles or names of organizations, (b) provide other specific details to corroborate information from other sources, and (c) to make inferences (raising new questions and furthering investigation) which can be made from documents.
- (p. 86)

Acquiring documents was helpful in various ways. First, the documents were useful for tracing the history of internationalization and the statements made by key people in the organization. Second, the documents were helpful in counteracting the biases of the interviews.

Documentation about the institution's internationalization efforts was analyzed. Document types included the institution's strategic planning reports, chancellor's reports, committee/taskforce reports, speeches, addresses, publications and documents from senior administration, internal correspondence, brochures, magazines, internal newsletters, and newspaper articles. Documentation included publications dating back to 1958 as well as the 1980s, 1990s, and current. The initial choice of documentation was guided by the literature review; as the researcher learned more about the process of internationalization at each institution, the researcher obtained documents on specific issues. The researcher did not gain access to all the documents requested.

Data Analysis

In the qualitative research method of a case study, there is a story to tell from the beginning, the middle, and the end (Yin, 2009). Yin (2009) described data analysis within a case study as examining, categorizing, tabulating, testing, or otherwise recombining evidence, to draw empirically based conclusions. Every case study analysis followed a general analytic strategy,

defining priorities for what to analyze and why. Yin (2009) emphasized that nothing will substitute for general analytic strategy. The purpose of data analysis is to find meanings by breaking data down to identify patterns, themes, and characteristics.

In order to make each case more analytical, the researcher created a hybrid framework of theories. The concept framework includes—the internationalization cycle, organizational theories of higher education, transformational leadership and leadership change – into the analysis. This helped to focus the case and to develop a framework that was used to compare the cases. The cases were structured according to phases of the internationalization cycle, assessing institutional change through an index of checkpoints of internationalization and themes reflecting the factors and features in the study.

Internationalization Cycle

This part utilized the qualitative data obtained from the interviews and the acquisition of documents and records relevant to the institution's internationalization efforts. The data included mission statements, strategic plans, speeches, addresses, and internal documents. It aimed to provide background on the internationalization cycle of each institution.

Organizational Structures

This part utilized the qualitative data obtained from the interviews and the acquisition of documents and records relevant to the institution's organizational structure. The data included interviews. The data collected provided information on how the process of internationalization varied due to the organization's structure.

Transformational Leadership

This part utilized the qualitative data obtained from the interviews and the acquisition of documents and records relevant to the role of leadership in the process of internationalization.

The data included interviews, speeches, addresses, and articles in institutional magazines and newsletters. The data collected provided information on how leadership plays a role in the implementation and sustainability of internationalization.

Institutional Change

This part utilized the qualitative data obtained from the interviews and the acquisition of documents and records relevant to the institution's transformation through the process of internationalization. The data included chancellor/president's report, internal institutional documents, speeches, and addresses. The data collected provided information on how an institution transforms through the process of internationalization.

This study conducted the data analysis based on the analytical framework developed by the researcher (see Figure 1 in Chapter 2). The analytical framework was used to answer the research questions. The main contents of the research questions from the analytical framework are discussed below.

Role of leadership in institutional transformation through internationalization. The answer to the first research question; "How does leadership play a role in the transformation of an institution through internationalization?" was based on the data gathered in from all phases. Phase one, internationalization cycle analysis, provided data on how leadership played a role in each of the phases in the cycle. Phase two, organizational theory analysis, provided data in the context of the organizational structure of the institution. Phase three, transformational leadership theory analysis, provided data in the context of the theory of leadership. Phase four, institutional change analysis, provided data in the context of institutional change.

Propagation of the change initiative of internationalization. The answer to the second question; "How did the institutions propagate of its internationalization efforts?" was based on

data gathered in phase one and two. Phase one, internationalization cycle analysis, provided data in the context of the process of internationalization. Phase two, organizational theory analysis, provided data in the context of how the institution disclosed its internationalization efforts based on its organizational perspective.

Acceptance of the change initiative of internationalization. The answer to the third question; “What was the level of acceptance of internationalization efforts among various stakeholders at the institution?” was based data gathered in phases one, three, and four. Phase one, internationalization cycle analysis, provided data about the commitment among various stakeholders in the change initiative of internationalization in the context of the process of internationalization. Phase three, transformational leadership theory, provided data on the conscious act of leaders creating followers by assessing followers’ motives, satisfying their needs, and motivating followers to accomplish more than expected of them, in this case, their acceptance of the internationalization. Phase four, institutional change theory, provided data on the reaction among various stakeholders in the context of the change process.

Participation of internationalization among various stakeholders. The answer to the fourth question; “What was the level of participation of the internationalization efforts at the institutions among various stakeholders?” was based on the data gathered in all four phases. Phase one, internationalization cycle analysis, provided data on the participation in the context of the process of internationalization. Phase two, organizational theory analysis, provided data on the participation in the context of the organizational structure of the institution. Phase three, transformational leadership theory, provided data on participation in the context of the process of leadership that attempts to influence followers to transcend their own self-interest for the sake of

the organization. Phase four, institutional change analysis, provided data on the participation in the context of the change process within an institution.

Content Analysis

This study used qualitative data, gained primarily from semi-structured interviews and the acquisition of documents and records. The data analysis strategy used in this study was to rely on theoretical propositions. Yin (2009) described this strategy as the first and most preferred strategy, which is to follow the theoretical propositions that lead to this case study. Yin (2009) explained: “the original objectives and design of the case study presumably were based on such propositions, which in turn reflected a set of research questions, reviews of the literature and new hypotheses” (p. 130). The content analysis conducted involved the following steps: transcribing, coding, and identifying major themes. Each step of the analysis is discussed below.

Transcribing. In this research, the data analysis occurred simultaneously with data collection. During the data collection, the researcher often reflected on the data collection process to assess whether the required information had been captured. Field notes were made during and after the interviews. The researcher contracted a professional to transcribe the interviews. Once the interviews were transcribed, the researcher performed spot checks and carefully reviewed the written transcriptions. These written documents were checked for consistency with the researcher’s memories, understanding of the interviews, and field notes. The researcher would frequently classify small pieces of data into larger categories to find connections among the narrative data. Describing and classifying data continued throughout the data collection process. Formal data analysis was carried out after the data was collected.

Coding. The next step was to code the data into phases and themes reflecting the academic activities and services and organizational factors of the process of internationalization.

The first step was to open coding by which the researcher breaks down, labels, and rearranges the data into categories. The second step was to selectively code which is widely used to explore the relationships among different categories and to make connections.

The researcher utilized the analytical framework to help make decisions on what concepts and ideas are important and what should be disregarded. Particular attention was paid to those concepts and ideas that are closely linked to the categories listed in the analytical framework.

Identifying Major Themes

This study used a technique described by Yin (2009) called explanation building. This technique is a type of pattern matching and the objective was to analyze the case study data by building an explanation about the case. The elements of explanation building was to ‘explain’ a transformation of an institution through the process of internationalization stipulated by a presumed set of casual links about it, or ‘how’ and ‘why’ it happened.

The researcher took all these steps to become more familiar with each case as an individual entity. The pattern matching logic is a desired technique for case study analysis (Yin, 2009). This technique allows for patterns of each case to emerge allowing the opportunity to generalize patterns across cases. The researcher became familiar with each case in order to make cross-case comparisons. As a result, the researcher had a number of overall themes, concepts, and relationships that had emerged from the within-case analysis and cross-case comparisons.

The researcher next wrote up the cases using phases and themes to structure them. Before starting to write up the cases, the researcher perused the information on each theme, constructed up the facts, and added in with perceptions and reactions that were illuminating and representative of the data.

Validity and Reliability

Yin (2003) explained that case studies are subject to four tests of reliability and validity that apply to other forms of research. These tests include construct validity, internal validity, external validity, and reliability.

Construct Validity

Construct validity refers to whether there is a substantial evidence that the theoretical paradigm correctly responds to observation (Kirk & Miller, 1986). In this particular study there were various ways to test construct validity. First, the researcher triangulated data through multiple sources including interviews and document analysis. The construct validity is strengthened by the use of multiple sources of evidence to build construct measures, which define the construct and distinguish it from other constructs. Next, the researcher created a chain of evidence as suggested by Yin (2003). Chain of evidence created solid and visible connections between the research methods and findings. Finally, this study used three diverse IHEs to create three case studies. By using more than one case study the researcher was able to validate stability of construct across situations.

Internal Validity

Internal validity is achieved by ensuring that the research is consistent with the reality of what is occurring in the material world (Merriam, 1998). To increase internal validity, the study used data source triangulation through several methods of collection including interviews and document analysis. A variety of data sources related to internationalization were collected and used to see if the phenomenon remains the unchanged. Rather than confirming a single meaning, triangulation directed the researcher to examine for additional interpretation. The purpose was to understand and represent different individuals' voices and experiences.

The researcher described the study's data collection procedures and processing in detail. The data were displayed in the responses of the research questions in the form of quotations and extracts from documents to support and illustrate the interpretations of the data. The data were also displayed in the form of individual case studies.

External Validity

External validity involves discovering whether the study's findings are generalizable beyond the original case being examined (Yin, 2003). Hartley (1994) asserted external validity in the following statement.

The detailed knowledge of the organization and especially the knowledge about the *processes* and underlying the behavior and its *context* can help to specify the conditions under which behavior can be expected to occur. In other words, the generalization is about theoretical propositions not about populations. (p. 225)

One way to increase external validity in case studies is to utilize theory in developing single case studies. The researcher utilized underlying frameworks to guide the study; however the results are still generalizable beyond the original settings. The researcher tried to show a balance between the need for depth and mapping change of internationalization over time and the number of cases.

Reliability

Reliability focuses on whether the process of the study is consistent and realistically stable over time and across researchers and methods (Miles & Huberman, 1994). To create reliability, researchers must carefully document their methods so that future researchers can repeat them. Retaining a case study protocol and a database for research information improves reliability. The researcher attempted to be as transparent in all research steps as possible (Yin,

2003). This occurred through the use of an e-mail invitation to participate in the study (see consent form – Appendix B) which explained to the participants the purpose of the study. In addition, the inclusion of the interview protocol (see Appendix C) allows other researchers to see the interview questions which generated the data and provides the opportunity to replicate the study.

In sum, data source triangulation was used to address the validity and reliability of the findings. In addition, multiple sources of information were used to validate and cross-check findings, as well as to provide a comprehensive perspective of the process of internationalization of higher education at Stanford University, Kalamazoo College, and Troy University.

CHAPTER FOUR: FINDINGS

Introduction

This chapter examines the evidence to the overarching question how institutions transform from an inward focus to an outward focus through the process of internationalization. This study focused on the institutional level of the process of internationalization. The four sub-questions are:

- 1) How did leadership play a role in the transformation of an institution through internationalization?
- 2) How did the institution propagate awareness of its internationalization efforts?
- 3) What was the level of acceptance of the internationalization efforts at the institutions among various stakeholders?
- 4) What was the level of participation of internationalization efforts at the institution among various stakeholders?

Organization of Data Analysis

The results are organized around the four sub-questions, starting with an analysis revealing how leadership played a role in the transformation of an institution through internationalization. A subsequent section examines the second question on how the institutions made aware their internationalization efforts. The third section elaborates on the answer for the third question on what was the acceptance of internationalization efforts at the various

institutions and the last section analyzes the fourth question which answers what was the participation among various stakeholders of the internationalization efforts at the institution.

The analytic framework for institutional transformation through the process of internationalization developed for this study was utilized as the principal tool in identifying answers to each research question. The first phase of the analytic framework, internationalization cycle analysis, examined the six phases of the process of internationalization from the pioneering program that initiated the institution's shift from an inward focus to an outward focus. The second phase, organizational theory analysis, examines each institution's organizational perspective relating to the process of internationalization. The third phase, transformational leadership analysis, examines the role of leadership in institutional transformation through the process of internationalization. The fourth phase, the institutional change analysis, examines the transformation of each institution's based on Eckel, Green, & Hill (1998) definition of institutional transformation.

Results

Results for Research Question One

Research question one asked: How does leadership play a role in the transformation of an institution through internationalization? Transformational leaders are characterized in having idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Northouse, 2013). Along with these traits, four common strategies used by these types of leaders are have a clear vision, become social architects, create trust, and use creative deployment of self (Bennis & Nanus, 1985). Leadership can happen on different levels, whether in title and position or operational where faculty become empowered to lead. Results are

provided according to the data found at each institution, beginning with Stanford University, then Kalamazoo College, and Troy University.

Stanford University

The pioneering program at Stanford University that began its progression from an inward to outward focus was their Stanford Overseas Program in 1958, currently known as Bing Overseas Studies Program (B.O.S.P). The following statements are from various educational leaders at Stanford who identifies the B.O.S.P. as the program that began Stanford's international presence.

I think the overseas program has been around for a long time and I really don't know, but I would say that's the foundation of our international presence. So from there, that allowed us to have kind of presence at different universities around the world, and this would lead to faculty starting research and hanging out in different places around the world, specifically Japan was really on the rise in the 80s and early 90s. (B. Byrne, personal communication, July 24, 2013)

Well, I believe it was a post-World War II feeling that Stanford undergraduates would benefit from a more worldly view. At the time, Stanford was a very regional university, it didn't have the name and reputation it has now. So I think that showed a lot of foresight in developing that. I know the first program I believe was 1958 and it went to Beutelsbach, Germany. (I. Kennedy, personal communication, July 26, 2013)

It was really central to the development [referring to B.O.S.P], it was really important to what you might call ... internationalization. But I think the second big stage had to do with introducing into our undergraduate program this overseas component.... I think was

a very central part of this internationalization character of the university. (N. Naimark, personal communication, July 18, 2013)

The following provides a brief historical background of the B.O.S.P. and how it was developed. The development and implementation of this pioneering program depended on the various leaders that assisted in the success of the program.

The university was going through its periodical review of the undergraduate studies program. An influential, powerful committee was created called the General Studies. Two professors, Professor Robert Walker of the Department of Political Science and Professor Friedrich Wilhelm Strothmann of the Department of Modern European Languages, were assigned as heads of the committee (Naimark, 2007). These two gentlemen had the vision to send students abroad for the purpose of widening their perspectives on the world and on themselves through coursework in and interaction with a foreign country (Naimark, 2007).

Naimark (2007) had this to say about Professor Walker: “Walker, important to emphasize, was a genuine educational visionary, as well as a very effective political infighter at the university; one needed both traits to start a program like overseas studies from scratch” (p. 4). Bob Hamrdla, who had various roles in the overseas studies program, from participant, residential director, assistant director, director and editor of the overseas studies magazine, *Abroad*, also resonated with Dr. Naimark’s insights. He described his insights about the leadership qualities of Professor Walker and that impacted the implementation and support of the program.

The president of the university was for it from the beginning, as the provost. And Walker is a great jawbone. I don’t know this but I bet you he was out there every day shaking hands, extracting support and convincing. Strothmann was probably doing the same thing, although I think he was probably a little less, less efficient with that than Walker

was. But clearly those two were the moving spirits on it. (B. Hamrdla, personal communication, July 23, 2013)

A letter written to provost Terman during the creation of the overseas studies program shed some light on the leadership that professor Strothmann contributed to the development of the program.

I also would like to stress the unique achievement of your Department of German under Strothmann. I honestly think he is a real wizard; I am sure that his creative ideas will contribute greatly to the improved position of German in this country and to making Stanford's name known and highly respected in Europe. (Terman, F. E., 1961; E. Howard Brooks to Terman, October 20, 1961)

The professors were able to set up an overseas program with an exploratory grant of \$15,000 from the Ford Foundation (Naimark, 2007). The first program was in Germany, in the city of Beutelsbach. In June 1958, sixty-three students from Stanford took a chartered plane from San Francisco to Germany along with then President Wallace Sterling (Naimark, 2007). Chartered planes were used to transport students to and from till about 1973 (Naimark, 2007). Two Stanford professors traveled with the students to teach the courses, except for the language instruction (Naimark, 2007). The following quote by Dr. Naimark (2007) described the nature of the program.

Walker and his colleagues provided a fundamental concept of overseas studies that was to last until today. His was pioneering educational vision in a number of ways. Students would take courses that would fully apply to their programs back on campus. Their costs would be covered by regular tuition and room and board, and they would continue to get the same financial aid they received on campus. (Naimark, 2007, p. 6)

A Presidential Commission on Overseas Campuses issued a report in December 1972 which caused the program to shift in 1973. Naimark (2007) quoted a professor at that time that explained the tension and the need for a renovation of the program.

Professor John Merryman of the Law School, chair of the commission, stated that the central objection of the faculty group was that the campuses had ‘become enclaves which keep the local culture out. The world has changed; Stanford students have changed. Since the world cannot be turned back, we are faced with limited alternatives: abolition or renovation.’ (p. 8)

Some of the changes that took place in the program included a name change from campuses to centers, sites changes from rural cities to more urban cities as well as a new program director, Dr. Mark Mancall, who instituted and led most of the changes that took place within the program. The following quote embodied the leadership of Mancall and his ideas for the program.

Mancall was a proponent of smaller and more flexible programs, tied to major urban areas where cultural and intellectual action was. He was responsible for renaming the study-abroad operations ‘centers’ instead of campuses as a way to emphasize that students should use Stanford’s centers abroad to explore the surrounding cities and countries, rather than stay on campus. There was a strong sentiment among the reformers on the home campus to eliminate the image of Stanford ‘enclaves’ abroad. (Naimark, 2007, p. 9)

Dr. Mancall described in his own words the focus of the program as the second director of the program. “We had these centers overseas which by that time, I was the director. We began to develop some courses in the overseas centers aimed at kind of internationalizing the

students, but also the faculty” (M. Mancall, personal communication, July 29, 2013). Dr.

Mancall also described this period of internationalization the role of universities was to be part of the world’s infrastructure.

Internationalization to me means recognition of the fact that there’s a viable international system that lives its own life, as it were, that has its own imperatives, and the university becomes part of it, contributes to it, and develops from it. I don’t think that really developed until the 90s, with the breakdown of Communism. In some way, the internationalization of the university, which is your expression, not mine, takes place in terms of recognizing that this is a new world with an international system, that itself requires study. (M. Mancall, personal communication, July 29, 2013).

The study abroad program at Stanford is at their 56th year running. It is still considered foundational to Stanford’s progression from looking inwardly to having an outwardly perspective. Dr. Naimark described the founding of this program the second stage of internationalization at Stanford. The subsequent quote introduces what he believed is the third stage of internationalization at Stanford.

So the first is kind of episodic. The second one is kind from 1958 through the 80s, really the 90s. Then I think a number of things happen at once. One of them is that the ambitions of the university. We’ve had some really good presidents. We still have a great president. His name is John Hennessy. The previous president was Gerhard Casper, who himself was a German. In both cases, they are very interested in making Stanford part of the international educational world. (N. Naimark, personal communication, July 18, 2013)

The demonstrated commitment of senior leaders to the university was important to the progress and success of the process of internationalization at Stanford. Knight (1994) believes that commitment should be expressed both in concrete ways and in symbolic ways. The commitment of senior administration is phase two of the internationalization cycle. These two educational visionaries of the B.O.S.P., Professor Walker and Strothmann, had the support and commitment of their senior administration leaders. The next section takes a deeper look at these senior administration leaders which provides more on how leadership played an important role in internationalization at Stanford.

J. E. Wallace Sterling and Fred Terman. It was during Sterling's administration that the pioneering program, Stanford Overseas Studies Program was introduced (Arrow et al., 1985; Bartholomew et al., 2001) and Stanford went overseas. Professor Walker, the educational leader whose idea was to implement the overseas program, had the confidence and support of President Sterling. Dr. Naimark reflected on this type of leadership which is a trait of Stanford.

The leadership tends to honor entrepreneurial stuff, so Walker was able to do what he did, because he had a wonderful president, a man by the name of Wally Sterling, who allowed him to do this. In other words, someone like Hennessy, he provides leadership and direction, but he also allows people to do what they think is interesting and important. (N. Naimark, personal communication, July 18, 2013)

J. E. Wallace Sterling became the fifth president of Stanford University in 1949. During the administration of Wallace Sterling, affectionately known as "Wally" there was a 40 percent increase in students, mostly at the graduate level, and a 170 percent increase in faculty members. He was credited with playing a crucial role in the development of Stanford's national and international reputation (Arrow et al., 1985; Stanford University, 2005; Toner, 1985, July).

Sterling concentrated on improving the quality of students and attracting high-caliber faculty members from other universities. Sterling's legacy of attracting sought after faculty members continues today with Stanford having ten Nobel laureates and four Pulitzer Prize winners on staff (Toner, 1985).

Fred Terman was appointed provost in 1955, the second-ranking officer of the university. Terman was son of eminent Stanford psychologist Lewis M. Terman. Terman was educated at Stanford and MIT. He and his father were both members of the National Academy of Sciences (Bartholomew et al., 2001). Terman was the head of the Engineering Department from 1937 till he was appointed dean of engineering in 1944 (Bartholomew et al., 2001). He assumed a major role in strengthening the faculty at Stanford and played a pivotal role to Stanford's transformation of the institution it is today.

Some have called Terman the "father" of Silicon Valley (Atkinson, 2014; Bartholomew et al., 2001; Tajnai, 1985). As department head and in his role as dean of engineering, the department grew in stature. He recruited talented students in the field and encouraged them to stay in the area in order to use their knowledge to create what we now refer to as start-up companies (Atkinson, 2014; Tajnai, 1985). Atkinson (2014) further believed that "the cross-fertilization between academic and industrial research, encouraged by Terman over half a century ago, is one reason why university scientific discoveries are so rapidly translated into new industries, companies, products and services" (p. 2). Terman believed that the academic community and business community should work together for the benefit of both (Tajnai, 1985). Tajnai (1985) quoted Terman describing the creation of Silicon Valley. "When we set out to create a community of technical scholars in Silicon Valley, there wasn't much here and the rest of the world looked awfully big, now a lot of the rest of the world is here" (p. 9). Dr. Norman

Naimark provided his insights on the stages of internationalization and how certain circumstances provided Stanford the opportunity to progress in their process. The following quote he made pointed to Silicon Valley.

Part of the ambition [of the university] then has to do with funding and finances in the 80s and 90s into this century. Stanford has done very well financially. So we now have huge endowment, one of the biggest in the country. We have the commitment.

The second part of that is that we're in the middle of Silicon Valley. During the boom in the technology industry over the past 20 or 30 years means that we have essentially profited from that and for the interaction between the university and the industry. So all that together means we have the resources if we want to do something.

There has been a lot of stability over the past dozen years. With internationalization, I think a very powerful one that's driven a lot by Silicon Valley, in other words the interconnectedness of the world, the importance of the Internet in international affairs, the role of technology in bringing the world closer together. (N. Naimark, personal communication, July 18, 2013)

Terman created a principle called "steeple of excellence". According to Terman, quality breeds quality (Cole, 2009). Terman focused on creating quality in the field of science and for Stanford to have one of the best programs in the world. His cardinal rule was to go for the best and once Terman attained a position of influence at Stanford, he practiced what he preached (Atkinson, 2014; Tajnai, 1985). The following are insights about the leadership in which Cole (2009) wrote the following about Terman.

He was obsessed with quality and recruiting productive, highly esteemed faculty members; he was committed to expanding the research base by attracting government

financing; and he knew that having the best faculty would enable the university to draw the best students. He looked for the resources necessary to build highly competitive physical facilities. He maximized the value of Stanford's location. In short, he provided the leadership necessary to build a critical mass of academic talent in the fields where Stanford had an advantage in recruiting stars or potential stars. (p. 129)

The former president of the University of California at San Diego said this about Terman.

Fred Terman set a standard of excellence for the Stanford campus that has endured to this day and he was a driving force in the development of policy, his vision for Stanford, and the surrounding community is the envy of universities throughout the world.

He and Stanford's legendary president, Wallace Sterling, took what was considered a respected university and transformed it into one of the truly great universities in the world. (Atkinson, 2014)

Dr. Mancall mentioned Terman's influence and described his steeples of excellence. "The time that Stanford began to become a quality institution under a provost named Terman and that was mainly in engineering and science fields" (M. Mancall, personal communication, July 29, 2013). Once science at Stanford was recognized as the best program in the country, other programs followed suit in becoming well-known at Stanford. Dr. John Pearson, Director of the Bechtel International Center, described the internationalization process during the Sterling and Terman era and the impact Silicon Valley had on Stanford.

I think Stanford itself, the spokesman would say that if you look at Stanford in the 1950s to what it is now, it has moved from being an extremely good regional university onto being a really good national university onto being a top class global university now. So more a reputation grows; the more people want to come. The other historical thing of

course is Silicon Valley. When you add Stanford's role in founding Silicon Valley and what is going on in Silicon Valley, I think there's that whole entrepreneur attraction to Stanford now from students. (J. Pearson, July 25, 2013)

The former President Gerhard Casper's quote embodies the legacy of leadership that both Sterling and Terman has left behind for Stanford University.

The most important modern president of Stanford, the one who pushed Stanford into 1st rank universities in the world was Sterling. I think Sterling's influence is felt simply in the way Stanford's culture has worked, the entrepreneurship of the faculty, the innovation, the intensity with which the faculty pursues their work. There is nothing relaxed about Stanford in that way. And I think to a very large extent that was of course the doing of Wally Sterling and Fred Terman as Provost, and we have a lot in common with them because we are presiding over their university. (Stanford University, 2005)

This quote leads to the following section and the role former President Casper played at Stanford University. It was during the Casper administration that Stanford began strategically to internationalize their institution.

Gerhard Casper. Gerhard Casper is also credited for his contributions to transforming the university during his tenure from 1992–2000. The provost of the University of Chicago was appointed Stanford's ninth president (Bartholomew et al., 2001). Casper was born in Germany. He expressed his sense of humor when he said the main reason he got the position at Stanford because he is the only one who could pronounce Stanford's unofficial motto *Die Luft der Freiheit weht* (the wind of freedom blows) correctly (Bartholomew et al., 2001; Stanford University, 2005). Casper is an expert on constitutional law and was the former dean of Chicago's Law School (Bartholomew et al., 2001). During his administration, he appointed

political science professor Condoleezza Rice as provost. Rice was the first woman and first African-American to hold the number two job. Rice worked closely with Casper till 1999 when she was appointed national security adviser by George W. Bush (Bartholomew et al., 2001; Stanford University, 2005). Dr. Belinda Byrne gave credit to Casper for being instrumental for Stanford being an international university.

One of the persons that was probably really instrumental in making these opportunities available and also thinking about Stanford as an international university is the past president. His name is Gerhard Casper. He was here for ten years in the 90s and placed a major focus and major investment on this overseas program and an international flavor to Stanford. (B. Byrne, personal communication, July 24, 2013)

The former president Casper has charisma and, as Northouse (2013) would describe it, idealized influence. It is the emotional element of leadership in which Casper was able to provide among stakeholders at the institution with a vision and a sense of mission. Casper was able to motivate by communicating high expectations to his campus constituents inspiring them to become committed to and be a part of the shared vision of Stanford University. He was also able to stimulate his followers to be creative and innovative which fuels the entrepreneurial spirit among faculty at Stanford. The findings on research questions number two and four provide examples of his leadership that propagated the message that Stanford would become more internationalized as well as examples of how he was able to promote participation among the campus stakeholders.

The visionary leadership which Casper embodied is captured in the essence of the Clark Center (the center is discussed in more detailed in research question four). The essence is the innovation created by the funding, the technology, and the entrepreneurship of the faculty with

their spirit of collaboration, and coming from an interdisciplinary focus of propagated message throughout the institution. He realized that these spaces must be created for innovation for their top flight scholars to do what they do best. Robert Bass, chairman of the University of Trustees was quoted saying this in Ray's (1999) article. "Stanford has been transformed under this leader. We are better off physically. We are better off financially. We are better off administratively. We are better off spiritually" (Ray, 1999).

The current president of Stanford, John Hennessy, continues the legacy of strong leaders at Stanford. Under his administration, Hennessy has continued to advance Stanford's ambition to be a world-class institution. All the former presidents as well as the current, Hennessy, played a huge role as leader in raising funds to enable Stanford to continue to innovate and be a world leader in the mobility of knowledge, faculty, and students.

John Hennessy. Current President John Hennessey represents a new model for the American college presidency (Hechinger & Buckman, 2007). President Hennessy can be described as a leader who has a transformational trait, "intellectual stimulation" (Northouse, 2013). "Intellectual stimulation includes leadership that stimulates followers to creative and innovative in order to challenge their own beliefs and as well as those of the leader within the organization" (Northouse, 2013, p. 193).

John Hennessy was named Stanford's tenth president in 2000. He came to Stanford in 1977 as assistant professor of electrical engineering (Bartholomew et al., 2001). In the early 1980s, Hennessy headed a project to develop a faster computer chip using an alternative computer architecture (RISC – reduced instruction set computers), that revolutionized the industry. Hennessy played a key role in transforming the technology industry, co-founding

MIPS Computer Systems (now MIPS Technologies), which specializes in production of microprocessors (Bartholomew et al., 2001).

He worked his way up into the administration as director of the Computer Systems Laboratory for ten years (Bartholomew et al., 2001). In 1994 he was named chair of the Computer Science Department. Two years later he was named Dean of Engineering and in 1999 became provost of Stanford University (Bartholomew et al., 2001). Stanford has long been intellectually and financially intertwined with Silicon Valley, but none of its previous leaders have had such close and lucrative ties to the tech world as Hennessy (Hechinger & Buckman, 2007).

Hennessy described in the President's column of the *Stanford Magazine* what he perceived to be the elements of Stanford's success.

Stanford's trajectory—from its founding 128 years ago to its emergence as one of the world's preeminent research and teaching universities—is largely due to a focus on excellence, and its entrepreneurial culture. Over the past 30 years in particular, the University's ability to anticipate and embrace change has been key.

Discovery does not happen in outmoded facilities, and over the past 25 years, Stanford's campus has been renewed.

Stanford's financial strength—and unwavering support of our alumni and friends—has made these investments possible. (Hennessy, 2013, p. 6)

Dr. Belinda Byrne discussed a strategic fund-raiser that focused on receiving funds to support international programs.

So we had a big campaign, it kicked off in 2005 or 2004. It was a big fundraising campaign and one of the focuses was what they called International Initiative. So that

was the university-wide focus for fundraising. It was a ton of money to build out the international programs.

So the resources allow you to build the programs but also to recruit people from the outside who have expertise in these things. So to that extent, that's how money leads to capacity and interest. It is just a continuum that starts with getting resources, using the resources to build and using them to recruit experts and then pretty soon you've got expertise and you've got capacity and you've got international interest.

I can tell you that money is really essential to really making that stuff happen. Doing stuff abroad is hugely expensive, you have to have the value and you have to want to invest in it. But then we wouldn't be who we are. We wouldn't be offering these opportunities. That's a given if you have a huge endowment. (B. Byrne, personal communication, July 24, 2013)

Endowment income has gone from six percent to twenty-one percent of annual revenue which means that endowment plays a bigger role at Stanford today comparing, for example, with external research funding which drove to Stanford's growth in the 1960s (Hennessy, 2013). Endowments provide more security and stability. The chairman of the board of trustees strongly supports Hennessy, "he is a gifted president who has helped the university, especially with fund raising" (Hechinger & Buckman, 2007). In 1999, Netscape co-founder, Jim Clark, who taught engineering with Dr. Hennessy in the 1980s, provided a gift of \$90 million to the university (Hechinger & Buckman, 2007). In 2000, Hennessy persuaded Yahoo Inc. co-founder Jerry Yang (one of his former students and a current Stanford trustee) to help lead a successful \$1 billion fund-raising campaign (Hechinger & Buckman, 2007). In 2007, Yang and his wife announced their donation of \$75 million to Stanford (Hechinger & Buckman, 2007). Hennessy attributed

Stanford's financial strength to the unwavering support of Stanford's alumni and friends (Hennessy, 2013; Hechinger & Buckman, 2007). As of 2007, six years into Hennessy's administration, Stanford has received \$3.45 billion in gifts (Hechinger & Buckman, 2007). The following quote by Dr. Norman Naimark confirmed this reality of financial support given to Stanford.

A big chunk of money came from the Bing Family and became the Bing Overseas Studies Program. The money is an important portion of it. I mean these people here Freeman-Spogli [the Freeman-Spogli Institute for International Studies] got some money from Freeman and got some money from Spogli. It is a huge deal to get endowed and Stanford's been helped a lot by the fact that it has very wealthy alumni who are ready to give back to the university. (N. Naimark, personal communication, July 18, 2013)

Hennessy is a prime example of the entrepreneurial culture at Stanford. He has combined academics and commerce throughout his career. Both Dr. Norman Naimark and Brendan Walsh described the importance of Hennessy's leadership which has contributed to the progress of Stanford becoming an internationalized university.

I think I would attribute it to Hennessy. He has been president for about thirteen years, but there's been a lot of stability over the past dozen years or so. His vision of internationalization, I think is a very powerful one that's driven a lot by Silicon Valley. In other words the interconnected of the world, the importance of the Internet in international affairs, the role of technology in bringing the world closer together, he has been a powerful force for international in regards to leadership. (N. Naimark, personal communication, July 18, 2013)

I think the president, President Hennessy, is very entrepreneurial. He is very focused on the impact of globalization, not just on Stanford, but on higher education in general.

Then our trustees are really focused on that, because a lot of them are very successful, have very successful international careers, and they just know what you can't be an island anymore. You can't just be sending people or just receiving people, on one-off programs. There has to be deep engagement. (B. Walsh, personal communication, July 31, 2013)

Hennessy has made it clear that he has deep engagement and wants to continue to look outward and have a more global focus on the various services of the institution (Hechinger & Buckman, 2007; Hennessy, 2013). Dr. John Pearson struggled a bit with the term of internationalization; however, he was clear in his quote what Hennessy's goals were for Stanford.

But what does that mean? Does it mean that an institution is thinking broadly about global issues, or is it just what happens? Now I, again, I come back to President Hennessy. I think John has said a number of times in his presidency, that one of the things that Stanford needs to do is help solve some of the global problems. (J. Pearson, personal communication, July 25, 2013)

Kalamazoo College (also known as K College)

The pioneering program that began K College's progression from an inward to an outward focus was their Foreign Study Program in 1958. Currently, it is called study abroad or it is referred to as international engagement (for clarity in this study it will be referred to as the study abroad program). The following statements are from educational leaders who identify their study abroad program as the program that began their institution's outward focus.

They realized what students needed to transform their world view. The thing is, they felt that study abroad for all was a major piece of this, luckily at that point, this was the home and still is, the historic home of Upjohn Pharmaceuticals, which has been bought and rebought several times and is now Pfizer, it's still a drug company. Upjohn was a Kalamazoo family. So Dr. Richard Light, who was a contemporary of these people who designed this visionary K Plan, endowed the study abroad program so that any student could go. (J. Solberg, personal communication, August 20, 2013)

Foreign studies started very accidentally here. Richard Light, who was this influential trustee with deep pockets went to Europe with his family and thought it was so great. He thought all of Kalamazoo College students should be able to do it too. He gave money to support it. So that was just random. And it happened to coincide with this other year-round thing called the K Plan. (A. Duweke, personal communication, August 23, 2013)

Study abroad became ubiquitous for our students. There was almost an expectation that students would study abroad. There was the creation of the K Plan, which happened about 50 years ago and the format of the K Plan was that one quarter, typically in the junior year, a student would go and study abroad. You would go on your career development internship quarter and so it was tightly tied to the calendar and it became an expectation for all students. (M. McDonald, personal communication, August 19, 2013)

The following provides a brief historical background of the study abroad program and how it was developed. The development and implementation of this pioneering program depended on the various leaders that assisted in the success of the program.

Dr. Richard Light, chairman of the Board of Trustees at K College, spent the summer in France with his family in 1956 studying French and its culture (Barrett, 1989; Brockington,

2004; J. Fugate, personal communication, August 19, 2013). Inspired and encouraged by the experience, he approached President Weimer Hicks and Dean Laurence Barrett about the possibility of establishing a study abroad program for the students at K College (Barrett, 1989). Dean Barrett wrote a proposal to the S. R. Light Trust Fund, established by Dr. Light's father, requesting a grant for the next five years to establish the development of study abroad opportunities for K College students (Barrett, 1989; Francis, 2008; J. Brockington, personal communication, August 22, 2013). The proposal was approved. The administration and Dr. Light began the process of selecting international sites and the design of the study abroad curricula (Barrett, 1989; Brockington, "The world as our campus"; J. Fugate, personal communication, August 19, 2013).

According to J. Fugate (personal communication, August 19, 2013), in the summer of 1958, the pilot group of 14 students set sail on a week-long voyage on the Arosa Star ship to Europe. The students stayed with families and completed several weeks of non-credit language studies and cultural excursions (J. Fugate & J. Brockington, personal communication, August 2013). These programs were different than other institutions that were also sending students abroad during the 1960s. Joe Fugate, the second director of the study abroad program shared his insights.

They [referring to Stanford University] had what is referred to in the business as 'island programs'. They sent their own professors to a place. We tried to avoid that. If you are going to have American professors teaching the students in France, what's the difference between teaching them in France except the location and teaching them on campus?

They are not exposed to a different system. (J. Fugate, personal communication, August 19, 2013)

Dr. Jan Solberg confirmed the details of the program and how it differed from the study abroad programs during that time period.

That's the other thing, when you start comparing statistics and you see that some of these are two week study trips to Jamaica, where you bike around the island, if you're calling that study abroad, it ups your participation rates. Ours is based entirely on three, six and what we call three, six, and nine month programs. There is nothing less. Lots of schools will call a two to three week program study abroad. They're screwing up our status. We also committed from the beginning not to do what we call island programs. (J. Solberg, personal communication, August 20, 2013)

The experience of the pilot group was a success and the S.R. Light Trust Fund made an endowment to the College. These funds were earmarked to offset the institutional costs of the study abroad program to allow the opportunity for all qualified students (Barrett, 1989; Brockington, "The world as our campus"; J. Brockington, personal communication, August 22, 2013; J. Fugate, personal communication, August 19, 2013). About 80 juniors went to Germany, France, Ecuador, Sierra Leone, Turkey, and England during the year in 1962. After the return of first group of the fall/winter study abroad program, Walter Cronkite of CBS interviewed seven of those students about their experience on the "Calendar" program — the K Plan (Barrett, 1989). In 1962, the K Plan, the year-round academic curriculum included a comprehensive study abroad program. As part of the plan, juniors would go abroad during the fall/winter quarters. There was another option, for qualified students to go abroad their sophomore year during the spring quarter (many athletes took this option).

Although having a successful study abroad program made K College recognized nationally and internationally, it wasn't a strategic move at the beginning, but more of an

experiment. It began with the vision of a wealthy, influential board of trustee member, Dr. Richard Light. However, K College took advantage of this serendipitous beginning and made their K Plan nationally known through shared vision, dedication, and collaboration from the faculty and administrative leadership at K College. In order to understand how leaders played a role in the transformation of K College from an inward focus to an outward focus through the process of internationalization it is important to recognize the organizational structure of the institution.

K College is best described through the organizational perspective of the collegium (Manning, 2013). According to Manning (2013), the collegial perspective is the original model of higher education. The collegium is most often associated with governance by faculty. The metaphor of a circle mostly aptly describes the spirit of collaboration at the heart of the collegial perspective (Manning, 2013). When considering the events and decisions that led to the transformation of K College through the process of internationalization, much credit should go to the faculty, working in a metaphorical circle of faculty at K College.

The atmosphere of K College during the 1960s was inherited from the administration of former President Allen Hoben (Barrett, 1989; J. Brockington, personal communication, January 2, 2014; Stauffer, 2005). President Hoben began his tenure in 1922 and it lasted till his death in 1935. The following quotation from Hoben described his vision for K College.

We do not want a college here that is as good as any one of a hundred similar schools. We intend to have a small college that is better than any of them. Our only hope lies in producing something of superior worth and it must be, in some respects, different from the general run. Where others surrender to the mechanics of education, we will not; where others hand out a commodity like slot machines, we will not; we will deal

intimately with personalities in the making; where others do a certain amount of work for a stipend, we will do all we can with a devotion beyond any trade-union rules; where others meet a class and retreat from all student contact, we will set up our homes in the center of student life and live with them for our mutual good. (Barrett, 1989, p. 3)

It was President Hoben that introduced the phrase “A Fellowship in Learning” as an encapsulation his vision (Barrett, 1989). At the heart of his vision was a tightly knit community of students and faculty, one in which teaching and learning were shaped by and occurred within a context of personalized relationship and mutual regard (Stauffer, 2005). President Hoben moved quickly at the beginning of his administration to make his phrase and vision a key aspect of its culture and language (“Allen Hoben and the character”, 2002; Mulder, 1958; Stauffer, 2005). He was able to do this mostly through his speeches and writings; however the more concrete forms were the construction of the President’s house and four faculty homes built on campus (“Allen Hoben and the character”, 2002; Mulder, 1958; Stauffer, 2005). President Hoben would entertain students and faculty in his home as did the faculty in residence (“Allen Hoben and the character”, 2002; Mulder, 1958; Stauffer, 2005). The faculty in residence would hold seminars for advanced students in their homes on campus (Stauffer, 2005). President Hoben also introduced a Ritual Recognition for the new student convocation, a ceremony that expressed the “Fellowship in Learning” themes in eloquent and inspiring language (“Allen Hoben and the character”, 2002; Mulder, 1958; Stauffer, 2005).

In the 1960s remaining faculty were hired during Hoben’s administration and their culture of “fellowship in learning” was still evident (Barrett, 1989; Stauffer, 2004, 2005). According to Barrett (1989), the collegial culture was clear “that disagreeing parties were obliged to respect each other as persons of principle and equally obliged to disagree openly and

frankly” (p. 3). Those rules governed the dynamics of the community and without them the faculty likely never would have provided to the support and implementation necessary for the K Plan (Barrett, 1989; Hinkle, 1982; Stauffer, 2005). Manning’s (2013) circle of collegiality describes the faculty in a collegium such as K College as cooperating within a classless equality. The following statement by Dr. Jan Solberg reflected on the collegium pulse of the faculty that came together to push through the K Plan.

The university culture, particularly small college culture was very different then. They were ambitious, but this was back in the days where you sort of assumed that wherever you got your first job, you were going to stay and the whole idea of community, family, working together and being a family. You know many younger colleagues just retch at the, you know, “we’re all a family, the K family”. But that was the mentality then. So there was a sense of solidarity. There was a real sense of common purpose and these were very idealistic things to think of, that they were going to democratize this in an elite small college. (J. Solberg, personal communication, August 20, 2013)

The implementation of the K Plan which included the study abroad component happened at three stages of leadership opportunity. The first stage was at the Chairman of the Board of Trustees level of leadership. The next level was at the administration which included President Weimer Hicks and Dean Laurence Barrett. The third level of leadership was operational where faculty becomes empowered to act, and in this case approved the K Plan curriculum and calendar change of the college. The following sections describe briefly each level of leadership.

Dr. Richard Light, Chairman of the Board of Trustees, President Weimer Hicks, and Dean Laurence Barrett. Dr. Richard U. Light, (the U standing for Upjohn) owned control of Upjohn Pharmaceutical Company, today known as Pfizer, and was the chairman of the Board

of Trustees for Kalamazoo College from 1953–1973. Dr. Light, along with President Weimer Hicks and Dean Laurence Barrett, played an instrumental role in the implementation of the K Plan (Barrett, 1989; Stauffer, 2005). Dr. Light was a business man who wanted to see businesslike management of resources and of the college (Barrett, 1989; Stauffer, 2005). According to Barrett (1989), Dr. Light read an article by Grayson Kirk, then President of Columbia University in *The Saturday Evening Post* of March 26, 1960. The title “College shouldn’t take four years” expressed the theme of the article. Barrett (1989) summarized how that article had an influence on Dr. Light and on the future of Kalamazoo College in the following statement.

The nearly ubiquitous college and university calendar, he argued, with its long summer vacation, was along since obsolete vestige of an agricultural society. And it was ridiculously expensive; no sane business man would expect to survive if he ran his plant only two thirds of the year. What American education needed, Kirk said, was to operate on a full year calendar of three trimesters. Acceleration would increase the productivity of higher education by one-third. Only if the colleges did accelerate, he suggested, could they expect support from businessmen and private donors. (Barrett, 1989, p. 5)

Impressed by the article, Dr. Light decided that the Trustees would direct the College to shift to trimester operation (Barrett, 1989). Academic Dean at the time, Barrett (1989) believed that the curriculum and the academic calendar was the territory of the faculty and the final decision should be made by the faculty (characteristic of the collegium perspective), a position which President Hicks supported (Barrett, 1989). Dean Barrett understood the organizational model of K College and he embodied the collegial leader. According to Manning (2013), leadership of the Dean in a collegium could be seen as first among equals. The essence of the

collegial leader is less to command than to listen (Manning, 2013). Leaders who take a first among equals role gain respect through building consensus, and creating compromise (Manning, 2013). The next section highlights this collegial leadership in Dean Barrett as he tries to bring consensus to the idea of a new calendar system within a new curriculum.

Dean Barrett decided to create the Educational Policies Committee and would work over the summer toward a plan for three trimester full-year operation (Barrett, 1989). Strategically Dean Barrett (1989) appointed members to the committee whose integrity and judgment everyone trusted, which included nay-sayers as well. Dean Barrett appointed Ray Hightower chairman of the committee. According to Barrett, Hightower was a master diplomat (Barrett, 1989).

Ray Hightower was a masterful chairman. He husbanded our time like a genial schoolmaster and, even when we disagreed, maintained an atmosphere of good humor and a respect for the Queensbury rules.¹ Almost without exception, they were troubled at first—everyone’s life would obviously be changed by what we were planning—but once they had been listened to and their questions answered, they understood what we were about and approved. (Barrett, 1989, p. 6)

The committee finally approved the K Plan as a full-year operation but with a quarter-system of four eleven-week terms. As part of the K Plan, the components are on-campus instruction, career service internships, foreign study, and the senior individualized project (Barrett, 1989). The K Plan has evolved somewhat since the implementation of the curriculum; however the original goals and objectives have been consistent since the inception. The

¹ According to the Merriam-Webster Dictionary, Queensbury rules is a code of fair play presumed to apply in any fight.

following summary provided by Stauffer (2009) highlights the components of the K Plan and the various motives for approval.

Indeed, the components we usually associate with the plan—career service, foreign study, and the senior individualized project—were at least in part developed to make this calendar work by providing meaningful off-campus experiences during the new fall, winter, or spring quarters, depending on one’s class, with sophomores and juniors on campus during the summer quarters. While the impetus for the new plan came primarily from board chair Light, who sought both efficiency of operation and the educational benefits of foreign study, and from President Hicks’ desire for a fresh, distinctive way to promote the college, the overall nature and rationale of the plan were developed by Barrett and the educational policies committee working and lobbying fellow faculty through the summer of 1960. (Stauffer, 2009, p. 3)

Current faculty members, Dr. Paul Sotherland and Dr. Anne Duweke reflect how they remember the K Plan coming into existence, which resembles Stauffer’s statement above.

Part of it was a member of the board of trustees, Richard Light wanted the college to be more efficient and developing semesters to quarters and make better use of the physical plant. I think part of the reasoning was . . . how do we get students off campus? It wasn’t necessarily some grand educational scheme that would transform the college. (P. Sotherland, personal communication, August 19, 2013).

The trustees wanted the college to run year round, they thought it would be more efficient and the faculty was like, if we’re going to do that, it has to be academically, rounded in academics. So there was a pretty visionary provost at the time who did some work with other faculty. They looked around other higher education programs and they

pulled from what they thought were really great programs at different place. (A. Duweke, personal communication, August 23, 2013)

Regardless of the various motives for implementation of the K Plan, the K Plan became nationally known as a distinctive characteristic of K College. With various stages of leadership opportunities in collaboration to implement of the K Plan, they exemplified the values and practices of the collegial perspective at K College.

Dr. Eileen Wilson-Oyelaran. Dr. Eileen Wilson-Oyelaran became K College's 17th president in 2005. Within two years into her administration, K College embarked on "revitalizing a fellowship in learning" campaign and created the Distinctiveness Initiative Task Force (DITF). The purpose of this initiative is to enhance what K College already does well and move the K Plan into the 21st century. The subsequent section describes President Wilson-Oyelaran's role in K College's institutional internationalization.

Dr. Wilson-Oyelaran began her administration in 2005. She has had experience working in other cultures and her academic discipline is on the intersection between culture and learning, particularly on building culturally inclusive classrooms that provide an equal opportunity for all students to learn ("Allowing others", 2005). Dr. McDonald expressed one of the reasons he believes Dr. Wilson-Oyelaran decided to be president at K College.

I think one of the reasons, Eileen, our president was attracted to Kalamazoo was its international focus as well. She was born in Los Angeles, went to school at Pomona, and to graduate school but then her first job was in Nigeria. Her husband is Nigerian and he came to school in the U.S. She was hired by the premier university in Nigeria, basically founded the program there. (M. McDonald, personal communication, August 19, 2013)

In addition to Dr. McDonald's opinion on Dr. Wilson-Oyelaran's decision to choose K College, she was also quoted in the K College's magazine her decision to become president at K College.

Dr. Wilson-Oyelaran felt 'called' to the presidency of Kalamazoo College. 'The work of college president is very, very challenging. One needs to feel that one's soul will be gratified in the execution of the work that one does. The values of Kalamazoo College—particularly its emphasis on developing an international perspective and its goal for building a more inclusive community—are important to me. ("Allowing others", 2005).

President Wilson-Oyelaran has picked up the recommendations from the ACE's Internationalization Laboratory and internationalization is incorporated into the strategic plan. The following statement by Dr. Brockington confirms her commitment to the internationalization of K College.

We had no sooner turned out the report, and then everybody said, well, the president said he was leaving. So that put a little hiatus into trying to translate the recommendation into an action plan. But it was picked up by the new president, Eileen Wilson-Oyelaran, with her strategic planning and her distinctiveness initiative. (J. Brockington, personal communication, August 22, 2013)

Elements from the recommendations of the ACE Internationalization Laboratory Campus Leadership Team (a group of various faculty and administrative leaders across diverse departments and offices) are in the outcomes in the current strategic plan. From the 2007 strategic plan, the international/intercultural recommendations are the following: "Objective A. 2.3 Enact changes to comprehensively internationalize the campus". Numerous initiatives to internationalize the campus were proposed by the Internationalization Campus Leadership Team in their January 2005 document. Some examples of possible initiatives may include the hiring of

more international faculty or the re-introduction of language houses as options within residence life. The CKCF endorses careful consideration of these proposals to determine and implement those recommendations that will enable a comprehensively internationalized campus” (J. Brockington, e-mail communication, January 2, 2014).

While K College had undergone a transformation from inward directed to outward directed before President Wilson-Oyelaran arrived on the scene, there was an element missing. K College was never able to attract enough international students to influence the culture of the campus. The strongest evidence of transformation occurred under the leadership of the current President Wilson-Oyelaran with the increase of their international student population. She set out to increase and diversify their international student and domestic students of color population. The focus in this study would be on the increase of the international student population which supports the College’s internationalization efforts. The Provost for Academic Affairs, Dr. Michael McDonald, also pointed out the President’s initiative to recruit more international students to internationalize their campus.

Secondly, until about six years ago, we also didn’t recruit international students. So we sent all of our students abroad, but we had less than one percent of our student body that were international students. We’ve made a deliberate shift there, probably, six, seven years ago we hired the new admission dean and we’re now a good eight plus percent four-year, degree-seeking international students. (M. McDonald, personal communication, August 19, 2013)

The Dean of Admissions, Eric Stabb, confirmed the importance the President Wilson-Oyelaran has placed on diversifying the student body.

When I was hired to be the Dean of Admission, the president, Eileen, said I want more international students, I want not necessarily in this order, I want more international students, I want more students from outside the state of Michigan, and I want more domestic students of color to come in. (E. Staab, personal communication, August 23, 2013)

Dr. John Dugas confirmed the College's efforts to increase their international student population. "So there's also the college's concerted effort to diversify the student body, not only by bringing in international degree-seeking students, but also trying to recruit more students of color (J. Dugas, personal communication, August 21, 2013). Dr. Kiran Cunningham reflected as well on the increase of international students at K College, which she pointed out is needed if the College truly wants to be an internationalized institution.

How can we consider ourselves an international institution if we don't have any international students? So this new president, well she's not new now, but when she came, starting a little before her became a big focus. So now, yes, we have a significant chunk of international students who are four-year students, not just the one-year exchange students. (K. Cunningham, personal communication, August 21, 2013)

Eric Staab also pointed out the strength of K College has been the study abroad program, but when it comes to international students coming to K College to study, that is an area for improvement. "Kalamazoo has a very long track record and history of being internationalized, back to 1958, but it had done very little to do the other side of bringing international students here" (E. Staab, personal communication, August 23, 2013).

Troy University

The pioneering program at Troy University that began its progression from an inward to outward focus was their military contracts with the Department of Defense to provide distance education in Europe. In February of 1974, former president of Troy University, Dr. Ralph Adams, received a telegram from the headquarters of the U.S. Air Force in Europe inviting Troy State University to present a proposal to replace the University of Arkansas programs offered throughout Europe (English 1988; Eubanks, 1975; Hawkins, 2013). The following quote by the current Chancellor Hawkins describes the significance of this invitation:

The flagships wouldn't touch it because the military was integrated. That was never a barrier to Troy. So our concept of the world and diversity has always been a little bit different, maybe we're stuck off in southeast Alabama, and closer to Florida, maybe that's part of our influence. But in 1974, having been in service to the military, for 20 plus years, we were selected to go to Europe, and it was there that I think that our perspective change. (J. Hawkins, personal communication, September 2, 2013)

Dr. Earl Ingram also confirmed this significant moment in Troy's history as a turning point for the institution.

Ralph [Adams] was the law school roommate of George Wallace. So you got the law school roommate of George Wallace, saying, sure we'll do this, in 1965. Okay, international, we can do that, but, but what got Troy to look outward was not international, but it was literally reaching out, in this case, to the military. (E. Ingram, personal communication, September 17, 2013)

Troy's diversified expansion began in the 1970s and each of their services, on-campus programs, its branches, and its extension centers increased rapidly (English, 1988; Eubanks,

1975; Hawkins, 2013). In military education, the university was in a position to take advantage of a new market. Through providing education to the armed forces, their wide geographic expansion led to the formation of the Troy State University System (English, 1988; Eubanks, 1975; Hawkins 2013). At the request of the Army, Troy developed associate and bachelor degrees programs in specific areas of their needs (Eubanks, 1975). The following are examples of their on-post military aimed programs: MBA program in 1973, Masters in Personnel Management in 1977, and Masters in International Studies in 1982 (English, 1988; Eubanks, 1975).

Dr. Jim Robinson, who is considered the father of Troy's European program, began Troy's military education in Europe (English, 1988; Eubanks, 1975). English (1988) described how quickly Troy's representatives, Dr. Robinson and another colleague were able to set up and begin to operate in Europe.

The two arrived in Europe in July and established the Troy State University Education Center at Lindsey Air Station. On August 26, 1974 (less than 60 days) Troy State opened its first European educational offerings at six locations, one at Upper Heyford England and the other five at air bases in Germany. (p. 106)

By August of 1977, Troy State University was operating twenty-eight locations in eight NATO countries of Europe with an enrollment of 1,500 students (English, 1988). Troy grew rapidly and soon the University of Maryland and Troy State University were the leaders in military education in Europe.

In order to understand the Troy's transformation from a one-time teachers college to now a university with global presence, a look into Troy's leadership and the role it would play in Troy becoming Alabama's International University should be undertaken (Hawkins, 2009, 2013).

Under Dr. Ralph Wyatt Adams' administration, from 1964–1989, Troy was able to expand in many ways due to his military connections and his exploration of diverse student markets (E. Ingram, personal communication, September 17, 2013; English, 1988; J. Hawkins, personal communication, September 2, 2013). It was under Dr. Adams that Troy began providing education to the military, which began their outward perspective. Dr. Jack Hawkins continued Troy's outward focus during his entire administration beginning in 1989 till today. Both men have over 50 years of continued leadership which has been significant in Troy's transformation in internationalization. Dr. Northcote Parkinson summarizes the legacy of their continuous, stable leadership which has provided opportunities for Troy University.

To plan the first building is not the vital problem; the task should be, rather, to find the first President. For a living organism begins with an acorn—a man, not a blueprint. And that is the story of Troy State, an institution which is very much alive. (English, 1988, p. xi)

Dr. Ralph Adams. Before Dr. Adams came into office, the location of the college always posed a challenge in recruiting the most qualified students (English, 1988). Alabama has suffered the reputation of an economically depressed state and unfortunately the city of Troy is located in one of the poorer regions of Alabama (English, 1988). This stigma has been improved but the following quote from former president Charles B. Smith during his tenure described how residents of the area viewed the institution.

Thousands of lower-class and middle-class Americans have had the opportunity to experience some contact with higher education because of the presence of this particular college ... although established to prepare teachers for a rapidly developing public school

system, the people at large insisted upon regarding the institution as a college for plain people. (English, 1988, p. 52)

Dr. Ralph Adams was Troy's seventh president (from 1964 to 1989). Adam's administration was a turning point with Troy's new nickname, Kudzu University (Hawkins, 2013). This nickname wasn't considered positive in everyone's eyes; however, it meant that Troy was spreading all over the world as the weed called kudzu had spread all over Alabama. According to Hawkins, Adams took "Troy from a sleepy teachers college to an internationally respected university" (Hawkins, 2013, p. 87).

It was under Adams' administration that Troy State College became Troy State University in 1967. In 1967, Troy State University became the third largest university in Alabama (Hawkins, 2013). Both English (1988) and Hawkins (2013) describe that significance in the following statement:

In the shadows of disquieting controversy and turmoil, and continuing in its mission despite all adversity, Troy State College bravely faced the fall of 1967—possibly the greatest four months in the history of the institution, enrollment topped four thousand for the first time, making Troy State the third largest college in Alabama. (English, 1988, p. 95)

The name change from Troy State College to Troy State University is significant to the new outward perspective that Troy was experiencing at that time. Former vice-president Howell's remarks in *The Iliad* (the faculty weekly newsletter which contains accounts of both student and faculty activities) described the importance of this name change.

It seems that it does place upon all of us an additional responsibility to work and seek financial, physical, and human resources so that we can expand even more the

educational resources so that we can expand even more the educational services and activities available at Troy State University in order to meet the needs that any such reputable institution of higher education provides for the students and the public. Perhaps even more than this—this change of name does require a change in perspective—or state of mind—as necessary in the other past changes which have occurred at Troy State.

(English, 1988, p. 97)

Troy State University became a pioneer in military education because of Dr. Adams' military background and influence at Fort Rucker and Maxwell Air Force Base (English, 1988; Hawkins, 2009, 2013). Paul Tate, the editor of the institution's newspaper, *Tropolitan*, predicted the success at Troy in the following way. "President Adams' arrival on campus opened what might be a new era in education at Troy State, his administrative experience and his intimacies with state political leaders will be the greatest asset in his new job" (English, 1988, p. 77). Dr. Adams was an accomplished military officer and desired that Troy be involved in military education in Europe (English, 1988; J. Hawkins, personal communication, September 2, 2013; E. Ingram, personal communication, September 17, 2013). According to Chancellor Hawkins, Dr. Adams "was a man with great vision and I think he had the vision to put us into new markets and certainly to capitalize on that military market" (J. Hawkins, personal communication, September 2, 2013).

According to English (1988) the administration of Dr. Adams has been unparalleled in Alabama and seldom rivaled in other states. His tenure of more than twenty years witnessed some of the most significant changes ever to occur at an educational institution. The following quote by English (1988) described Dr. Adams' vision about Troy as a higher education institution.

His thought was that the institution's purpose should be to teach while student's purpose was to learn; therefore, the university had business of fulfilling needs among its prospective students. Dr. Adams realized that not every need among citizens of central and south Alabama could be met on the main campus in Troy. Thus, the university would attempt to answer the need wherever it might arise. In answering critics of the branch campus establishment, Dr. Adams has replied, 'we have gone only where we were asked to go, and where a need existed.' (p. 80)

It was Dr. Adams' constant pursuit of new opportunities for Troy that allowed Troy to shift and grow, it was however challenging. Chancellor Hawkins reflected on the culture during Adams' administration in the following statement.

Now I think what was always frustrating to him, was he was never able to influence things back home the way he was able to influence things abroad. If he hadn't done what he did, we may never have had the mindset and the mentality here, and the acceptance. You can't really be traditional and so some of the things that we've been able to achieve, because that tradition will keep it from happening. (J. Hawkins, personal communication, September 2, 2013)

According to Chancellor Hawkins, providing education to the military was when the perspective changed at Troy. However, what Troy was doing overseas didn't have an effect transformational on the main campus. The following statement confirms this reality and the challenge he had before him when he became the eighth president of Troy.

What was interesting about it, that international perspective that was so prevalent through those 10 countries in Europe didn't influence this campus. We were doing things in a

very extraordinary fashion in Europe, but it was having no effect here. It didn't change our culture at all. (J. Hawkins, personal communication, September 2, 2013)

From its inception Troy University, has been known as innovative, even daring. There is a spirit of competition and the struggle to survive; however, this theme has been personified by those leading the institution. The current chancellor of Troy University, Dr. Jack Hawkins, embodies this theme and it is during his administration that Troy University becomes an internationalizing university.

Chancellor Jack Hawkins. Under Dr. Ralph Adams, Troy began its transformation from an insular focus to an outward focus through providing education to the U.S. military in Europe. However, it was under the leadership of the current chancellor, Dr. Jack Hawkins, that the institution experienced significant change through the process of internationalization. The following section briefly describes Dr. Hawkins' role as leader in his vision for Troy University to become Alabama's International University through the process of internationalization.

Dr. Hawkins brought a background and perspective to the institution that was both regional and international. He is a native of Alabama, born in Mobile and educated from the University of Montevallo and the University of Alabama. Dr. Hawkins served in the Vietnam War as a United States Marine (J. Hawkins, personal communication, September 2, 2013). He is a decorated war veteran with a Bronze Star, a Purple Heart, and a Citation from the Korean Marine Corps (Hawkins, 2009; Socha & Darrow, 2004). Recently the Board of Trustees of Troy University renewed Dr. Hawkins' contract through 2018 ("Troy Board of Trustees", October 2013). The combination of his regional educational background, military experience in Southeast Asia, and his success as chancellor at Troy for the past twenty-five years has helped to

guide the development of his informed international perspective (Fisher & Koch, 2004; Hawkins, 2009, 2013).

An important insight that has contributed to Dr. Hawkins' ability to initiate change comes from his recognizing the identity of Troy University which governs its culture and organizational structure. Troy University's organizational model can be identified as bureaucratic. "True to the modernist perspective, people in bureaucratic organizations assume that progressive movement toward goals is essential" (Manning, 2013). Dr. Hawkins stresses the fact that Troy isn't a classic research university but a teaching institution. He is constantly reaffirming that: "Our mission is and will continue to be to create a university that does not attempt to be all things to all people, but rather one that feeds its strengths and starves its weaknesses" (Hawkins 2009).

Movement towards organizational goals in an institution like Troy University, a bureaucracy, is achieved by the competent action of the people who fill the ranks of institutional staff and management (Manning, 2013). At Troy University, their internationalization efforts are centralized through a triangle of authority with the chancellor Hawkins and his vice-chancellors, Dr. Curtis Porter and Dr. Earl Ingram (Manning, 2013). Dr. Curtis Porter is the vice-chancellor of International Affairs. Dr. Earl Ingram is the vice-chancellor of the Global Campus and Academic Affairs. David Kent, director of Troy's English as Second Language Program, sums up clearly the dynamics of this leadership.

Dr. Hawkins wants this to be Alabama's International University, okay. He will support it financially, he will provide staffing. They are not doling it out, but when push comes to shove, you get that, you get this.

Dr. Hawkins has the big vision. Earl Ingram is very innovative, like iconoclastic sort of thinking, once people can sit down and think about it. The fellow I report to, Dr.

Porter, he can make it happen. He has got a good mix because he's got the kind of hands-on creativity and how to devise this. He can get things done and he is going to ignore it unless Hawkins says so. (D. Kent, personal communication, September 19, 2013)

Summary of Results for Question One

Stanford University's ambition to join the global vertebrae of knowledge and innovation originates in the institution's leadership. The Bing Overseas Studies Program began over fifty years ago through two professors with this panoramic vision. The presence of these professors on an influential committee gave them the opportunity to cast the vision and build support from senior administration to green-light their efforts. The school's governors embraced the vision and provided the political backing necessary to internationalize and transform their institution.

Kalamazoo College's transformation traces to collaborative leadership. The senior administration, as social architects, created an environment of internationally-oriented teamwork, yet also upheld the school's distinct values and traditions. Their particular internalization process carried the institution's unique historical flavor.

Troy University's zeal to become Alabama's "International University" is the leadership's unabashed goal, helmed by Chancellor Hawkins' consistent commitment to this direction and message. Consequently, Troy has transformed and internationalized its institution.

Results for Research Question Two

Research question two asked: How did the institution propagate its internationalization efforts? Creating awareness of the importance and benefits of internationalization is necessary and critical to the success of internationalization transforming an institution. Knight (1994) describes this importance in phase one of the internationalization cycle. It is important to

stimulate campus-wide discussions on such topics as the need, purpose, strategies, controversial issues, resource implications and benefits of internationalization (Knight, 1994, p. 12).

Internationalization touches all aspects of an institution and all constituencies need to be aware.

Results are provided according to the data found at each institution, beginning with Stanford University, then Kalamazoo College, and Troy University.

Stanford University

The first way Stanford makes others aware of their internationalization efforts is by pointing out how this effort fits Stanford's original mission statement. Stanford didn't go through a period of re-writing their mission to incorporate international activities; their mission has always had an outward perspective. Eckel et al. (1999) say that the change process must take into account the academic values articulated by members in the academic community (p. 7). If not, an institution most likely will not succeed in its change initiative (Eckel et al., 1999; Knight, 1994). Having a mission statement that provides direction that resonates with internationalization allowed for Stanford to be successful in its efforts. It also supports the strategy for transformational leaders to have a clear vision (Bennis & Nanus 1985). Stanford's success at finding "internationalization" within its mission statement provided a vision that appeared to grow out of the needs of the whole institution and was claimed by those within it as their own. The following is Stanford's mission statement.

... the Nature, Object, and Purposes of the Institution Hereby Founded, to Be: Its nature, that of a university with such seminaries of learning as shall make it of the highest grade, including mechanical institutes, museums, galleries of art, laboratories, and conservatories, together with all things necessary for the study of agriculture in all its branches, and for mechanical training, and the studies and exercises directed to the

cultivation and enlargement of the mind: Its object, to qualify its students for personal success, and direct usefulness in life; and its purposes, to promote the public welfare by exercising an influence in behalf of humanity and civilization, teaching the blessings of liberty regulated by law, and inculcating love and reverence for the great principles of government as derived from the inalienable rights of man to life, liberty, and the pursuit of happiness. (Stanford University Webpage, <http://www.stanford.edu/mission.htm>)

Two other ways Stanford made its campus stakeholders aware of the strategic internationalization of their campus is through the assessments of and fundraisers for their undergraduate, graduate education, and research. The planning and operationalization phases of Knight's (1994) internationalization cycle are important in the timing for developing a comprehensive plan or strategy. As important as the commitment is the involvement of a critical mass of supporters or champions are prerequisites to develop a plan and operationalize it (Knight 1994). Both Casper and Hennessey initiated plans and strategies through the assessment of their undergraduate education. Furthermore, in order to operationalize it, fundraising campaigns were created to enable Stanford to implement their plans.

Upon arrival, Casper appointed the Commission on Undergraduate Education (CUE), which took place in 1994. This was the first comprehensive examination of undergraduate study at Stanford in 25 years (Ray, 1999). This period under the Casper administration began Stanford's strategic internationalization. He propagated his vision through the CUE report. Many faculty members at Stanford referenced this report (CUE) as a period of more intentional, focused, and strategic internationalization. Dr. Norman Naimark provided his thoughts on this period of internationalization at Stanford which began in the 1990s.

The previous president was Gerhard Casper, who himself was a German. In both cases [John Hennessy & Gerhard Casper] were very interested in making Stanford part of the international educational world.

Well, I think Casper in some ways started it but many faculty now were into internationalization of the university. People understood that if we wanted to be a world class university, we had to be integrated into the world that you couldn't just be American. So we started doing things routinely hiring faculty from abroad, routinely getting more students from abroad, routinely sending students abroad and part of it has to do with simply with the ambitions of the university, to be a world class university.

It doesn't mean America should sit here and do research. What it means is that you are part of a whole international infrastructure of research and writing about international affairs, about science, about computers, about everything. (N. Naimark, personal communication, July 18, 2013)

The Associate Provost and Executive Director of BOSP, Dr. Irene Kennedy, discussed the CUE report and its impact.

The campaign for undergraduate education was a big fundraiser. It was looking for ways to appeal to donors, to enhance undergraduate education, overseas studies became one of the objectives of the campaign, but also with the commitment on our part to increase enrollment. It has happened because it's gone from twenty-eight percent to fifty percent. I think in 2000 was just a beginning awareness of the importance of internationalization, globalization. (I. Kennedy, personal communication, July 26, 2013)

Dr. Elizabeth Bernhardt, director of the language center, credited the CUE report as the point where Stanford began looking outwardly through the process of internationalization.

I would have to say it was the Report of the Commission on Undergraduate Education (the CUE report). It was Gerhard Casper and Condoleezza Rice. They both had very charismatic personalities. They were in the two major leadership positions in the university. They were each a speaker of other languages and had lived in other places. So it wasn't this, what I call 'fake internationalism' that has no language component to it. It was a real appreciation of other cultures. (E. Bernhardt, personal communication, July 24, 2013)

The Stanford Language Center was one of the elements of transformation that occurred during Casper's administration. The creation of the language center is quite unique comparing to how most universities across the nation provide for second language acquisition. Among the several recommendations of the CUE report in the early 1990s, one was to strengthen the language requirement. The CUE report expressed that Stanford's weak language requirement was sending the wrong message to students by suggesting that foreign language study was something that could be disposed of before entering college. The CUE report provides five reasons why the language requirement should be strengthened. These sentiments were consistent with the Study of Undergraduate Education at Stanford (SUES) report conducted in 2012–2013.

First, in a shrinking and increasingly interdependent world, competence in a foreign language improves the ability of individuals to function effectively as citizens and productive members of the global community. Second, foreign language competency is of immediate use to Americans who live and/or work with multicultural communities throughout the United States, especially in California. Third, knowledge of a foreign language is sufficient component of a humanistic education ... [providing] access to foreign cultures, histories, and literatures.... Fourth, foreign language study promotes

greater understanding of the nature of language, its structure and its role in the development of cognition. And fifth, one's ability to understand and write the English language improves with the study of a foreign language. (SUES report, 2012, pp. 30–31)

According to Dr. Elizabeth Bernhardt, the languages were all in separate departments and there was no central leadership. Her quote describes in more detail the organizational structure of the languages and how it has transformed today.

There was a desire on the part of the entire university to have all students have language that they could use in order to go out into the world to do field work, live, work, study, and research. So that language, the perception was that language belonged to the campus, it didn't just belong to five or six literature departments. Everything was new. I've been here 18 years. We're the largest enrolled program at this university. We have more than 2,000 students a quarter taking language. (E. Bernhardt, personal communication, July 24, 2013)

During the Hennessy Administration, the SUES Report was used as an opportunity to make the campus aware of the continued focus to internationalize by re-examining the status of undergraduate education. The SUES Report was the first comprehensive renewal of undergraduate education since the 1993–1994 Commission on Undergraduate Education (CUE). SUES was asked to examine and make “recommendations for affirming or modifying our current undergraduate academic requirement” (SUES Report, 2012). Specifically, it was asked to reflect on the changes that have overtaken Stanford and the world in the generation since the CUE report and “to articulate an updated set of goals for a Stanford undergraduate education” in light of those transformations. The two questions the SUES focused on were: 1) “What do we want

our students to gain from their time on the Farm?” and 2) “How do we best prepare them for local, national, and global citizenship?” (SUES Report, 2012).

Kalamazoo College (K College)

K College propagated their internationalization efforts through various approaches. The first was through their participation in the ACE Internationalization Laboratory. Next in importance was the redefinition of their mission statement and the creation of the Center of International Programs. Finally, the Admission Office updated their website to make national and international audiences aware of K College’s internationalization efforts.

ACE internationalization laboratory. K College propagated their comprehensive internationalization efforts through the faculty and administrators’ participation in the American Council on Education (ACE) Internationalization Laboratory in 2002. The institution’s strategic process of internationalization began with the confluence of events taking place at K College including the college completing the North Central Accreditation Review, strategic planning getting underway, an on-going International Council which had begun considering international education outcomes during 2002-2003, and an invitation from the American Council on Education (ACE) to President Jones for K College to join the ACE Internationalization Laboratory in 2002 (Brockington, 2004). These events resulted in the charge that the institution was a leader in sending students abroad but not bringing international students to the U.S. It was concluded that an internationalization review was needed (Brockington, 2004). The following statements from Associate Provost for International Programs, Dr. Brockington (2004), highlighted this concern.

Kalamazoo College no can longer claim to be internationalized solely on the basis of our participation rate in our study abroad programs. Although we remain at the top of

national rankings in terms of percent of graduates who have participated in the program and although our graduates continue to tell us that their experience abroad is one of, if not the most formative experience of their undergraduate education at the College, both the literature and practice of international education stress that an experience abroad is only one factor in comprehensive campus internationalization.

Over the past forty years, the faculty at “K” have become very skilled at “teaching around” the students’ study abroad experience. However, for international education to continue to become successful and valued, we must not only expand the number of these “frame” courses, thus refine the model of teaching around the time abroad, but also invent new educational models that allow us to teach “through” and “with” study abroad. Moreover, to ensure that we have extended the benefit of international education to every student and faculty member at the College, international education and internationalization needs to be extended to every corner of the campus and into all parts of academic and campus life. (Brockington, 2004)

In Dr. Brockington’s (2004) address to the board of trustees, he listed three reasons for the College to support their participation in the ACE laboratory for internationalization. Since CIP is seen as the administrative office that leads and supports internationalization efforts, it seemed natural that it would have to convince and persuade faculty and other administrative office to commit to K College’s internationalization efforts (Brockington, 2004). First, over half of the faculty at K College arrived in the past five years. The internationalization program assessment would involve and engage new faculty to commitment to continuing the international legacy of K College. Second, K College no longer can claim to be internationalized solely on the basis of the university’s participation rate in the study abroad program. The third reason is

that the process of campus internationalization is viewed as necessary for providing the students the knowledge, skills, and attitudes that line up with the mission of K College, to prepare them “to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world.” Dr. Kiran Cunningham reflected her participation in the ACE laboratory team and the rationale for internationalization on terms similar to the mindset of Dr. Brockington.

How do we make this a more integrated system so the internationalization process we embarked upon, which Joe Brockington and I led, was about some internationalizing in a much more comprehensive way, internationalizing that’s not just about study abroad. I think the question we were asking when we had some focus groups with lots of different constituents on campus during that time was, what would Kalamazoo sort of look, be and feel like if things international were part of everything that happened. (K. Cunningham, personal communication, August 21, 2013)

Dr. Paul Sotherland confirmed Dr. Cunningham’s participation and the purpose of being involved the ACE internationalization laboratory team.

We were talking about the ACE internationalization laboratory and one thing we came up with, through mainly Kiran’s leadership, was this knowledge, attitudes, and skills list that we refer to now and again; that came out of that. It was basically what we were trying to accomplish through becoming internationalized. What we want our students to know, how we want them to be, and then be able to do. (P. Sotherland, personal communication, August 19, 2013)

Dr. McDonald also agreed with Dr. Cunningham and Dr. Brockington that internationalization is not just study abroad. Internationalization infuses the whole campus.

It's time to really look at the entire institution again, from this idea of internationalization, that it's not just about study abroad, but it's about everything we do. It's the symbols that we have, it's the rituals that we have, it's the activities, the clubs, and organizations, the curriculum, etc. (M. McDonald, personal communication, August 19, 2013)

Mission statement. In addition to K College's participation in the ACE Internationalization Laboratory as an avenue to make the campus aware of the college's internationalization efforts, its mission statement provides direction to the institution with regards to institutional internationalization. The mission statement has an international dimension and studying abroad has become the ethos of the institution. The mission statement of K College: "is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world" ("Introduction and Mission", <http://www.kzoo.edu/college/>).

Center for International Programs. Another way K College promoted awareness of the college's internationalization efforts is through the Center for International Programs (CIP). The center plays a huge role and is a fully committed supporter for all things international at K College (J. Brockington & M. Wiedenhoef, personal communication, August 22, 2013). Knight (1994) suggests the establishment of an international office or position dedicated to the international activities (p. 13). The CIP is the center for the study abroad programs and by default is where the faculty and administration look for guidance and leadership for the internationalization process at K College (J. Brockington & M. Wiedenhoef, personal communication, August 22, 2013). The mission of the CIP reflects their purpose and position at K College.

In support of the Kalamazoo College mission ‘the mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world’, the Center for International Programs provides experiential opportunities in international education through study abroad, university partner exchange programs, and services for international students and scholars in collaboration with our international partners. In addition, the Center also oversees the domestic Study Away opportunities available to Kalamazoo College students. As a leader in education abroad, the Center also advocates for international experiential education in local, regional, national, and international forums. (“Our mission”, 2012)

Admission office. In 2006, K College hired as Dean of Admission, Eric Staab, an experienced person whose expertise includes the process of internationalization as well as its effects. He claims to enjoy support from the top which is going to allow him opportunities to assist with the institution’s efforts to internationalize through student recruitment. He identified one part the process of internationalization with regards to recruiting international students. His insights focus on the reality for institutions in the process of internationalization.

I tried to make sure I conveyed to the president and others that is a slow process, it is not a one year process. It takes three to get your foot in the door, it takes several more to actually start achieving critical mass and it takes a decade, really, to start crafting the kind of international class that you want.

All too often the assumption is, among presidents and trustees, these international kids have money and these are the kids that we should be looking for as revenue

generators, and that isn't the way it works. (E. Staab, personal communication, August 23, 2013)

As he came into this position, there were some changes that needed to take place in order for the institution to be more appealing to international students as well as other students who are looking for more a diverse institution for their education. One change took place on their website as well as the financial aid package. With internationalization and recruiting international students there are a lot of unknowns and many people who lack the experience to deal with it.

When I came in, I immediately said, we're going to shove this money over for international recruitment and the next thing you have to do is we've got to change the composition on our website so that international students can see that we're actually thinking about them. We've got policies and procedure. There is actually a financial aid policy out there. There is so much uncertainty about financial aid for international student that if you are not used to dealing with it you just don't want to do it, or you just skimp on it.

The financial aid office hates dealing with international financial aid, so every school I've worked at I have done international financial aid packaging. So that's the case here too, even though we're committed to the international ideas, the financial aid office doesn't know how to do it, doesn't want to really do it, they will participate with us, but we do all the packaging on our end. (Eric Staab, personal communication, August 23, 2013)

Currently, K College has 132 international students matriculated for the fall 2014 quarter, which is almost ten percent of the student population. Their goal is to increase their international student population in the coming years.

Troy University

Troy University propagated knowledge of their internationalization efforts through Chancellor Hawkins' speeches and addresses as well as Troy's mission statement. Dr. Hawkins' desire to change Troy University from a regional institution to an international institution was evident through the vision articulated in his speeches and addresses, his comments on strategic planning and his administration. The subsequent statement highlighted his vision:

We waited until the fall of 1990, when I had an opportunity to really share my feelings about the university and try to lay out a somewhat broad vision. One of the comments that I made during the next decade or two that this university would change from being quote, somewhat of a parochial regional university to one more international in scope.

(J. Hawkins, personal communication, September 2, 2013)

Dr. Hawkins was able to implement change by pursuing it incrementally. The book *Speeches and Addresses at Troy University: 1989–2009* breaks down the stages of his vision for institutional change and the goals he would like to see achieved for Troy. From 1989–1994 was the initiation of the vision where he presents a focus on institutional change that responds proactively to the external influences occurring globally (Hawkins, 2009). Part two was the development of the vision from 1995–1999 in which he proposes new direction for further growth and change in programs offered at Troy University, particularly in the sciences (Hawkins, 2009). The third part was the expansion of the vision which extends during the years of 2000–2004 detailing the beginnings of new cycles and the ends of some cycles in the

institution's history (Hawkins, 2009). The years 2005–2009 can be viewed as the maturation of the vision. It was during the beginning of 2005, where the independently accredited units of the former Troy State University System became one great university, into what is known today as Troy University (Hawkins 2009; Hawkins 2013).

Troy's mission statement provides a clear international direction for the institution.

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional and emerging electronic formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research. ("Mission Statement,"

<http://www.troy.edu/academic-resources/mission-statement.html>)

Summary of Results for Question Two

The institutions in the study used a variety of propagation strategies to spotlight their internationalization aims. One basic tactic used by all three institutions is the internationalized wording of their mission statements. As summary statements of overall intent, these mission statements provided a quick and concise billboard of the school's internationality.

Another propagation tactic, used by Stanford University and Kalamazoo College, was an institution-wide assessment of their undergraduate education. This revealed the importance of a diagnostic phase requisite to developing a practical and comprehensive plan to internationalize.

Other momentum-building tactics were used. Stanford University used fundraising. Kalamazoo College leveraged their participation in the American Council on Education Internationalization Laboratory. At Troy University, Chancellor Hawkins used consistent (persistent) oratory messaging to emphasize its aims to the institution and its community and partners.

Results for Research Question Three

Research question three asked: What was the acceptance of internationalization efforts among various stakeholders? The acceptance of the new change initiative rests on the leader's ability to imagine and communicate a well-developed picture of the future. This is particularly true in an institution that is organized along the lines of a bureaucratic model (Northouse, 2013). The leader doesn't necessarily have to predict the future with great clarity, but rather articulate possibilities and set the direction for what could be (Eckel et al., 1999, p. 17). They are able to mobilize people to accept the organization's new direction. Results of their propagation strategies are provided according to the data found at each institution, beginning with Stanford University, then Kalamazoo College, and Troy University.

Stanford University

Stanford University has been described by many by the comment that its ambitions drive internationalization. Their ambitions are to be a world-class university, to strive for global excellence, and to be a part of the world's infrastructure of knowledge and mobility. Internationalization flows from these goals, so acceptance wasn't challenging. (Refer to research question one about the role of leadership to see how leaders of Stanford were able to mobilize their campus constituents to accept Stanford's internationalization efforts.) However, the data collected at Stanford provided one example of resistance. Eckel et al. (1999, p. 5) comment that

change threatens the “have-mores”. Those who benefit from the status quo have a bigger chance of resistance, because they see themselves “losing out” (Eckel et al., 1999). Part of the success of institutional change initiatives, such as internationalization, is the ability to motivate people to go beyond their perspective of their individual endeavors to see the larger picture (Eckel et al., 1999). Overcoming resistance is supported by one of the strategies of transformational leadership undertaken. Stanford’s leadership was able “to empower followers and nurture them in change” (Northouse, 2013, p. 1999). The leadership at Stanford was attentive to the needs and motives of their opposing constituencies and eventually this resistance group followed suit with the institution’s vision.

At the beginning, there was resistance to the organizational change of how languages would be taught and where languages would be housed. Resistance is common when transformation is beginning to evolve, especially in the process of internationalization, and over time Stanford was able to bring on board those who resisted at the beginning. Dr. Irene Kennedy mentioned this resistance to the language center.

The only group I am aware of that ever hesitated were the foreign language programs because they saw it as competing for enrollment. That was the only group. Everyone else was very much on board, all the academic programs were on board.

Although I would say in the last three years, through a really concerted effort on our part [BOSP] to bring them along, we started to be able to demonstrate to them the advantages of it. Part of why that happened is that Stanford was undergoing its accreditation through the Western Association of Schools and College. One aspect that Stanford chose to focus on was the language acquisition. So there was a lot of work done in the actual pre and post-testing of students that demonstrated that learning the language

in the local environment had major benefits. I think what the language center started to see was that it encouraged people to continue with the language here. (I. Kennedy, personal communication, July 26, 2013)

Kalamazoo College

The acceptance of comprehensive internationalization at K College occurred at the same time the college received the invitation to be part of the ACE Internationalization Laboratory. It was during this time that the Center for International Programs provided reasons for K College's participation in this change initiative. Since K College accepted their participation in ACE Internationalization Laboratory, this solidified their commitment to see comprehensive internationalization take place at K College.

K College believed that participation in the ACE internationalization laboratory would provide a foundation of information, goals and strategies to achieve them, to put K College back at the cutting edge of international education and as a result command national attention and recognition (Brockington, 2004). Dr. Cunningham summarized her insights on how internationalization is a mechanism for what they are trying to achieve for their K College students.

I think we are trying to create an environment in which our students leave the institution with an ability to critically understand themselves, their assumptions about culture, themselves as cultural beings and engage in respectfully, meaningfully across difference. Internationalization is a major sort of vehicle for that, it is not the only vehicle for that, but I think we are trying to help them be individuals who can deeply meaningfully, respectfully, and responsibly engage in cultural complexity of their communities, nation, and world. (K. Cunningham, personal communication, August 21, 2013)

The following statement by Dr. McDonald has a similar tone of what internationalization should and would look like at K College.

It's an infusion of thinking about one's self, one's intellectual development, one's personal development and one's preparation in a global context. Our mission statement specifically talks about preparing enlightened leadership, enlightened leaders, to go into the world and provide leadership in the world. So you've got to understand the world, you've got the complexity of it, so you've got to put yourself in the context of the world, which also includes your community, your state, your country and also the global world. (M. McDonald, personal communication, August 19, 2013)

The Center for International Programs expressed their desire to see more buy-in of the internationalization efforts at K College and provided some added challenges for more buy-in by campus stakeholders. There is a desire for more discussion among faculty and high-level administration of the institution's goals and strategy for comprehensive internationalization. In regards to new faculty and new administrators joining the K College community, Dr. Brockington and J. Fugate share from their point of view of the disconnect that lies between the new faculty and the existing culture.

A third thing, which is the generational difference, lies I think with some of our newer faculty. They did not experience sort of the history that Joe [2nd study abroad director in the history of their program] has brought out, and maybe because of their own background, or what they've done in their discipline, or they may just not get it. It just harder for the new folks to come in to understand [K College's culture when it comes to study abroad and the identity it has created for the institution]. As an institution, we do a

poor job of socializing new faculty, new administrators to the history of the institution.

(J. Brockington, personal communication, August 22, 2013)

Now, this is a matter of perspective. Yes, we have a K Plan, but it is not the K Plan. The K Plan as it was originally conceived was clearly part of the whole calendar. And that is what almost everybody of my generation thinks. That is not what a lot of young people think. We have tremendous number of people who have been here less than 10 years. So they don't know anything about this stuff that was going on in the 50s and 60s.

(J. Fugate, personal communication, August 19, 2013).

Among the need for discussion with more faculty and high-level administrators is a need for clarity about who or what campus office and/or individuals would be responsible for comprehensive internationalization at K College. Although K College has a central office, the Center for International Programs, there is no certain, clear office or individuals that are the champion for the internationalization at their institution. Currently, CIP is involved in all campus conversations regarding international/intercultural issues and comprehensive internationalization. The insights made by Dr. Brockington highlight the reality of the limitations of CIP. "Part of our problem is we are not, although we are an academic unit, we report to the provost. We really don't have any influence over the faculty, except through cajoling and money" (J. Brockington, personal communication, August 22, 2013). Dr. Jan Solberg also confirmed the collegium characteristic of K College in their flat, circular structure that is above all characterized by their lack of hierarchical structure (Manning, 2013). The fact is that the commitment of the faculty is needed to promote internationalization efforts at any institution.

The president supports internationalization and so does the provost. But in general, top down initiatives don't work anywhere near as well in grass roots things. I think if your faculty doesn't buy into this, you are going to have a hell of a time. I think that's why the original K Plan works so well here, as I understand it. It was a group of visionary faculty members. Now some of them had administrative status. But I think even those came out of the faculty and were still close to the faculty. (J. Solberg, personal communication, August 20, 2013)

Troy University

Dr. Hawkins understands the importance of the faculty's commitment and their acceptance for the internationalization of their institution. He believes, "Until the faculty commits to the concept of university globalization it will not occur. The commitment cannot be limited to the office of the president or chancellor. The CEO must be a strong advocate, but he or she cannot be the sole champion" (Hawkins, 2009, p. 258). It is through Dr. Ingram's leadership and support that Troy University's inspires commitment among their faculty. Dr. Ingram describes in general Troy's approach to internationalization from the beginning to today.

So the confluence of modifying your approach to reaching the military overseas, to finding partners, recruiting students to come here, developing a bridge that deals with this 1-2-1 program [under which a student spends his/her first year abroad, two years in the U.S. and final year back home], expanding our overseas locations beyond the first one into Vietnam, into the United Emirates, and Saudi Arabia. These pieces come together and while they are coming together out there, concurrently, inside we say, well, how are we going to create more global scholars among our faculty? How are we going to

increase the willingness of our domestic students to travel abroad? (E. Ingram, personal communication, September 17, 2013)

The commitment of the faculty is important at Troy, so they intentionally hire faculty who are committed to the goals of Troy's internationalization efforts. According to Hawkins, "the faculty will either make you successful in internationalization or they can make you fail" (personal communication, September 2, 2013). During the hiring process, there are many questions that deal with their international experiences both personally and professionally. All faculty hired at Troy University have the opportunity to meet with the chancellor and this time is used to share that the ideal faculty member hired at Troy has the same mindset and is committed to their goals of internationalization (J. Hawkins & E. Ingram, personal conversation, September 2013). Both Chancellor Hawkins and Dr. Ingram share their strategy when they are hiring new faculty as it relates to internationalization.

I think this is one of the most important things we do is to hire people and if you hire good people who stand on a rock and who are committed to the goals and aspiration of the institution, over time, you can change the culture of a university. Out of the 1,500 to 2,000 people who worked for Troy University, only 154 of them were here in 1989. So, the people who are here today are largely reflective of those who have been hired with that changing philosophy, you can cut to the core of who you are and bring in real believers, who are committed, you can make exciting things happen. It can't happen without faculty. (J. Hawkins, personal communication, September 2, 2013)

If you are interviewing for a position here, you're going to talk to me, and you're probably going to talk to the chancellor, which is really unusual in higher education. I am not going to be looking at your skill set, I'm going to be looking and he's going to be

looking at how you fit in, how apt are you to fit in, because we don't do a one year experiment into teaching in this culture. This culture calls for a willingness to adapt for change, which is not what higher education is good at. (E. Ingram, personal communication, September 17, 2013).

It starts with Dr. Hawkins as the leader who has the vision but then he has people below him, Earl Ingram has that vision and Curt Porter certainly has that vision, so you've got that pushing. Now, they've instituted with study abroad and they have put into the requirements for tenure now, so that's what I mean by higher admission. They're saying you want to get along, this is how we do it here, and this is what we want to be done.

(D. Kent, personal communication, September 19, 2013)

According to Dr. Ingram, vice-chancellor for academic affairs (personal communication, September 17, 2013), change comes in different formats at Troy. So a couple of specific things they look for when hiring new faculty is what their passport looks like, how they feel about delivering their course on-line or abroad as well as their willingness to adapt to these different ways of teaching in an international dimension. Dr. Ingram sums up clearly their philosophy when it comes to hiring new faculty at Troy.

If the most important thing we do is teach students or facilitate their learning, the second most important thing we do is try to employ people who are going to facilitate that teaching-learning interaction, who are consistent with our mission and our culture. (E. Ingram, personal communication, September 17, 2013)

Summary of Results for Question Three

Successful institutional transformation is due, in part, to the leadership's ability to inspire stakeholders to transcend parochial, introverted perspectives.

Stanford's internationalization effort was well-accepted among stakeholders. Resistance manifested, though, with the creation of the Language Center. The teaching of foreign languages through individual departments was done away with, and given to the institution. When success became evident, resistance slowly turned into acceptance.

For Kalamazoo College to participate in the ACE Internationalization Laboratory, institution-wide acceptance had to be attained. Once stakeholders believed their participation would provide a foundation of information, goals, and strategies that would benefit the state and future of the college, the precondition was met.

Similarly, Troy University needed faculty-wide acceptance to internationalize. By using a simple personnel strategy, the university simply hired faculty members who were committed to the Chancellor's internationalization vision.

Results for Research Question Four

Research question four asked: What was the level of participation of internationalization efforts among various stakeholders? Results are provided according to the data found at each institution, beginning with Stanford University, then Kalamazoo College, and Troy University.

Stanford University

At Stanford, the ambitions of the university have driven the transformational process of internationalization. Internationalization at Stanford is successful due to the various constituents with different perspectives that contributed to its formulation and implementation. Eckel et al. (1999, p. 8) believes if people involved in formulating change feel ownership, they are more likely to be willing participants in the process. Due to their organized anarchy organizational nature, they rely on community among the members of the organization, mutual cooperation and shared responsibility. They are willing to participate in the change because they want to be a

world-class university in order to lead in cutting edge innovations and collaborate and contribute in the solutions of world issues and problems. The various ways that campus stakeholders participated in the process of internationalization can be seen in the students' participation in study abroad experiences, the number of majors and courses with an international dimension and focus, the amount of international research, interactions with international students, and student organizations with an international/intercultural focus. The participation among administration and staff were found in forms of the Board of Trustees' Globalization Committee, raising funds, and creating organization support structures that supported the faculty entrepreneurial spirit. The participation of faculty were found in accompanying study abroad experiences with students, leading in faculty research at their international centers and on campus research institutes, and teaching courses with an international perspective or focus.

Students' participation. An example of how students participate and benefit from the internationalization process at Stanford is through the Bing Overseas Studies Program (B.O.S.P.). The educational philosophy of the program supports the mission of Stanford to offer their students learning opportunities that contribute to their growth as global citizens.

In a world that is experiencing growing international dependencies, complexity and conflicts; it has become more important than ever for Stanford undergraduates to gain a much deeper understanding of the world outside of the United States of America. BOSP strives to enable as many Stanford undergraduates as possible to learn through courses, research, field studies, seminars and internships overseas about problems and issues that confront the world and to extend the Stanford undergraduate experience by providing intellectually challenging, profound, and exciting opportunities for study abroad. (SUES report, 2012, p. 71)

Currently the B.O.S.P. is a program that offers Stanford students primarily a study abroad program for one quarter (10 weeks) although there are options where students can stay longer or participate in a short 3-week seminar program. Stanford has also created centers overseas. B.O.S.P. has eleven centers in Brisbane, Australia, Barcelona, Spain, Beijing, Berlin, Cape Town, Florence, Kyoto, Madrid, Moscow, Oxford, Paris, and Santiago. These centers evolved from the policy of ending the idea of campuses abroad that housed and taught Stanford students in isolation from the educational resources of the host country. B.O.S.P.'s three-week programs are offered throughout the year and each involves between six to ten seminars in places such as Bhutan, Switzerland, Tanzania, Mongolia and the Baja peninsula. Dr. Irene Kennedy, the Associate Vice Provost and Executive Director for B.O.S.P., described the programs that their centers provide and their rationale for creating diverse programs such as the seminar programs.

I think that we want to offer a broader range of opportunities. We've traditionally had these center-based programs that are regular, we're on a 10-week quarter, the quarter long programs and we have eleven of those but they are a very expensive way to offer study abroad. There are these amazingly huge infrastructure costs; we essentially are renting space for a whole year. We are hiring staff for a whole year and all the costs of operating a little mini center. So we want the flexibility of being able to open and close programs in response to faculty and student interest. So that is one piece of the puzzle that our current model has some limitations on it. But I think the other piece is that we are discovering that not all students and not all faculty can go abroad for 10 weeks. So the idea of doing shorter programs, more focused programs would appeal to some of the underrepresented majors, science, technology, and engineering majors, is really attractive. (I. Kennedy, personal communication, July 26, 2013)

The student participation rates fluctuate. On average about thirty-eight percent of Stanford students study abroad at one of their overseas centers and about forty-three percent enroll in one of their centers programs or short-term seminars or seminars (Naimark, 2007). According to the “Stanford Facts: Academics”, in 2012–2013, 851 students or fifty-one percent of the average undergraduate class studied abroad (Stanford Facts: Academics, 2014).

B.O.S.P. also offers overseas internships, service learning projects and student research opportunities. One long-term, considered successful program is their Krupp Internship Program out of their Berlin, Germany center (Naimark, 2007). The Krupp Internship Program has been in existence for twenty-five years and has interned 1,100 students over that period (R. Hamrdla, e-mail communication, May 8, 2014). An example of their service learning program is their community health program in Oaxaca, Mexico. “It provides students with a deep understanding of the social, economic, and cultural factors impacting the health of Mexicans and Mexican immigrants/migrants to the United States” (“Study abroad overview,” 2014). Stanford also is part of a consortium providing students a range of diverse opportunities. An example is their consortium with Columbia University in Kyoto, Japan (“Study abroad overview, 2014). It is designed to put engineering students to work in Japanese companies and research facilities (Naimark, 2007).

The nature of the programs anticipates that Stanford professors will teach Stanford courses abroad. Students get credit for the courses taken overseas and don’t delay their progression to graduation, but in order to do that, an accredited professor has to offer the course. Many of the courses taught overseas fulfill general education requirements. The student cost of the program is the same as the regular tuition including financial aid.

Under the leadership of Casper, who committed to creating a premiere university, Stanford came to believe that it was essential to focus on undergraduate education (Ray, 1999). Casper created the President's Scholar program and Stanford Introductory Studies Program that reflect that vision (Ray, 1999). In the President's Scholar Program students received research grants and assistance in developing close ties with senior faculty (Ray, 1999). The Stanford Introductory Studies provides small-group seminars for freshman and sophomores that are designed to encourage mentoring relationships between students and professors (Ray, 1999).

The Language Center is another example of how students have participated in the process of internationalization at Stanford. The language center approach is based on three key elements: professional development, assessment, and technology. The languages taught at the language center at Stanford are African and Middle Eastern Languages, Arabic, Basque and Catalan, Chinese, English for Foreign Students, French, German, Hebrew, Italian, Japanese, Korean, Portuguese, Slavic, Spanish, and Tibetan. The Special Languages Program offers a number of foreign languages not taught at Stanford. Those special languages include: Creole, Czech, Greek, Hindi, Hungarian, Kazakh, Lakota, Norwegian, Polish, Punjabi, Quechua, Sanskrit, Serbo-Croatian, Tagalog, Thai, Ukrainian and Vietnamese. The mission statement of the language center reflects the overall ambition and vision for Stanford students. The language center is evidence of how Stanford is transforming through the process of internationalization.

Language programs at Stanford University prepare students to have a foreign language capability that enhances their academic program and enables them to live, work, study, and research in a different country. Stanford students need to be able to initiate interactions with persons from other cultures but also to engage with them on issues of mutual concern. ("Stanford Language Center: Annual Report," 2012)

The actual location of the language center is in the most visible building on campus. According to Dr. Bernhardt (personal communication, July 24, 2013), it was the president's decision to put the language center in Stanford's main quad. It is the most visible building on campus and the largest student enrollment of all programs at Stanford.

Not only did Casper focus on undergraduate students, he supported initiatives designed to boost graduate education. He launched a campaign to raise a \$200 million endowment for the Stanford Graduate Fellowships Program, which provides unrestricted support for up to 300 graduate students in the natural sciences, the quantitative social sciences and engineering (Ray, 1999). There is also the Asia-Pacific Scholars Program that brings graduate students from the Asia-Pacific region for study in all disciplines (Ray, 1999).

Administration and faculty participation. Stanford University operates on a model commonly known as "organized anarchy" each individual in the university is seen as essentially making autonomous decisions. This section is organized by looking simultaneously at the participation of administration and faculty because one is theoretically related to the other within the model of an organized anarchy.

First, when specifically looking at the process of internationalization, the university's approach is generally decentralized. There is not an office or such as a provost making decisions for the involvement of professors or the direction of the university in regards to their internationalization efforts. The only way to assess the success of this venture is by looking at the levels of participation of students, faculty and schools in the overall scheme. The top-down initiative in this case has provided a vision anchored in the ambitions and the stated mission of the university and proceeded to facilitate the process of becoming incorporated in this effort as

well as enabled funds to flow in that direction. “The only thing I would say is that in our university we are very decentralized” (B. Byrne, personal communication, July 24, 2013).

It’s lots of components to that story [internationalization at Stanford]. I think the other thing that may be of interest to you, is that we are not centralized; we don’t have a vice-provost of international affairs. A lot of people have that, someone in central administration who’s in charge of international stuff.

Stanford tends to be very decentralized, an institution that values entrepreneurship at various levels. So rather than have somebody at the top, I think they just decided, we want to internationalize, but we don’t want this directed from the top. We’d rather have it closer to the individual units, and even closer to the individual departments, and we’ll support that, but we don’t want to do it through a centralized structure. (N. Naimark, personal communication, July 18, 2013)

There is no chief international officer at Stanford. There is no vice provost of international or whatever you want to call it where all the international kind of various reports to, there never has been. So I think the president and provost, because the provost is a slightly different position at Stanford than I think other schools. He is the chief academic and financial officer. So the kind of initiatives they support, my sense would be that they were just on their merits. (J. Pearson, personal communication, July 25, 2013).

The thing about Stanford is it’s extremely decentralized. It’s on the far end of the spectrum. I think the key is finding partners. Stanford is really decentralized, you don’t get traction. It is hard to get traction if you try to do something on your own, and especially if you are trying to do something innovative. It is a really innovative place, but

I think the more people you can carry along with a shared vision, the more successful you are going to be (B. Walsh, personal communication, July 31, 2013)

Manning (2014), referencing Cohen and March (1986), posits theoretically how organized anarchy tends to be decentralized as in the case of Stanford, specifically when it comes to their process of internationalization.

Attached is the modifier 'organized' as a good-humored way to convey the paradoxical nature of higher education. In university anarchy each individual in the university is seen as making autonomous decisions. Teachers decide if, when and what to teach. Students decide if, when, and what to learn. Legislators and donors decide if, when, and what to support. Neither coordinator ... nor control ... [is] practiced. (Cohen & March, 1986, p. 81)

Contrasting with Troy University, where the recruitment process often involves an interview with the Chancellor, faculty recruitment at Stanford is entirely in the hands of the faculty committees working within departments. Dr. Byrne described the recruiting process at Stanford.

You have to be a top flight scholar within your discipline. So this disciplinary focus is really important early on. Stanford does its recruitment a little different from say Harvard or Princeton; just thinking of our competitors because we are competing all the time over faculty. The faculty themselves recruit faculty. So the departments do it, it is basically at the department level. So you put together a faculty committee and it's a very long. It takes at least a year to recruit a faculty member. It's a really long process. Once you identify the person, it takes a year to get them into Stanford. We try to hire upfront somebody we expect to get tenure. We recruit with the idea that they have a lot of

promise and that they will eventually succeed in getting tenure. (B. Byrne, personal communication, July 24, 2013)

This type of expectation on the part of new faculty conveys a certain prestige upon new faculty, which facilitates their integration into the academic community and immediately places them in decision-making roles within the department. Manning(2014) comments that within anarchies everyone is expected and urged to participate. In contrast, Kalamazoo College finds it difficult to integrate the new faculty into the prevailing culture and (as in all collegium models) the faculty rank is an important measure of one gets to do within the department. At Stanford when you are hired by the faculty, you are known to one or more current faculty members to be people who possess and share the culture of Stanford which intrinsically includes a global perspective. This faculty culture at Stanford creates an environment and space for the professors not to be micro-managed but left alone to do what they are trained and specialized to do in their discipline. Manning (2014) argues that the ideas underscoring anarchy have utility for understanding higher education organizations, especially those organizations that value the goals of community, mutual cooperation, and shared responsibility.

Research is one area that is considered a core strength of Stanford, its academic identity and an important area to support in the process of internationalization. There are different opinions as to which was the first program that led Stanford's progression outwardly, was it through the undergraduate overseas program or cross-national research being conducted at Stanford? Belinda Byrne, the executive director of Freeman Spogli Institute for International Studies, confirmed the research component also had an effect on Stanford's progression outward.

Well, I think there are two programs. One is student-focused program and one is more of a research focus. I think the overseas program has been around for a long time and I

really don't know but I would say that's the foundation of our international presence. So from there, that allowed us to have a kind of presence at different universities around the world and this led to faculty starting to do research and hanging out in different places around the world, specifically Japan, when Japan was really on the rise in the 80s and early 1990s (B. Byrne, personal communication, July 24, 2013)

The following statement by Brendan Walsh, Director of the Office of International Affairs, observed the research component as one of the institution's drivers towards internationalization.

At Stanford, there's always been a strong focus on international research. It probably started more in the humanities, political sciences and social sciences. If you look at our school of engineering now, we have a lot of faculty who are doing international work. I think in some ways it's a response to the pressures of globalization. There is so much that's happening in different countries in terms of electrical engineering, material science, other kinds of advances and fundamental research that people have to know what's happening in other parts of the world. I would say, probably now more than anything, the people who are really pushing the boundaries for the university are the faculty. (B. Walsh, personal communication, July 31, 2013)

As part of the original mission of the Office of International Affairs (OIA) as well as the Freeman Spogli Institute for International Studies (FSI) each supported faculty international research. FSI is Stanford's primary center for innovative research on major issues and challenges. OIA also supports Stanford's international research, programs and activities, and facilitates new collaborations throughout the world. One of the differences between FSI and OIA is that OIA provides coordination and communication services. It also administers a faculty seed-grant program for new global collaborations and supports the development of new overseas

programs and facilities. OIA began in 2010 while FSI began in 1987. Both OIA and FSI are housed under the Dean of Research but their role is facilitative and not evaluative of international faculty research. According to the director of OIA, between forty to sixty percent of faculty are engaged in international projects. In 2012, they had over 700 active international projects that were sponsored research projects, but that doesn't capture all the non-sponsored research (B. Walsh, personal communication, July 31, 2013).

It can be seen that OIA was a response to the problems created by Stanford's anarchical model of decentralization. Departments often lack resources to help faculty overcome barriers in the way of their international projects and research. The decentralization meant that there was no one office or a specific person at the university level who could assist faculty when they wanted to do something internationally. Brendan Walsh explained the constantly changing environment that effects faculty doing research abroad.

Things change so fast. I mean the regulatory environment is changing so fast, I mean, every day something is changing here or something is changing in at least one of the countries we are working in. That's a big concern because if the faculty are hitting those barriers and they don't have the right resources, then the research stops. (B. Walsh, personal communication, July 31, 2013)

In many ways OIA is a not a product of internal evolution, as would be the typical case in the theoretical model of organized anarchy. The idea to create OIA came from the recommendation of the Board of Trustees in the committee of Globalization (B. Walsh, N. Naimark, and J. Pearson, personal communication, July, 2013). The Board of Trustees created the Globalization committee in order to study what other schools were doing and how they were responding to the

pressures of globalization. The subsequent statement from Brendan Walsh goes into more detail about the creation of their office.

In some ways, it came from the trustees. There was a growing sense of frustration among the faculty. And when they needed to do international things, there was no clear place for them to go. There was some support in human resources; there was some support in business services. Just before I got here, they created an Office of Global Business Services and Business Affairs. Even then, the trustees realized this was a growing issue. And so the current chairman of the board, Steve Denning, created a committee on globalization. So back in 2008–2009, they started a study of what other schools were doing, how they were responding to the pressures of globalization and they realized a lot of offices like mine were being stood up in response. But also, there's international travel, safety and security are an issue and dealing with international agreements were an issue. We receive in our office alone almost one thousand visitors a year who are looking to collaborate with Stanford. It is part of our job to find the intellectual match between what we think are good prospects in the Stanford faculty who are doing similar research.

(B. Walsh, personal communication, July 31, 2013)

Dr. Norman Naimark discussed the creation of the OIA to support the international process university-wide.

We've had formal committees meet and talk. There are several committees, there's a committee of the board of trustees, which is called the Globalization Committee of the Board of Trustees. They talk about this all the time. Everybody is talking about how we can do this better and more efficiently. We did set up an office. It is called the Office of International Affairs, which is university-wide.

The idea of that office is to help the internationalization process and what that means is they've got lawyers attached to them; there are issues with visas, there are problems now with research, contracts abroad and all the kind of technical details of internationalizing I can't do or a regular director of a center can't do. Or even a dean can't do. They do that. It's an office, maybe of five or six people, it's not huge, and it's not a provostial level appointment. It's meant to facilitate the legal and the technical aspects of internationalization. (N. Naimark, personal communication, July 18, 2013)

Belinda Byrne also explained the organization of FSI and similarly to OIA its purpose is to support faculty.

We have seven schools all the different schools, law, medicine and so forth, but we have an eighth dean and she is called the Dean of Research and basically runs all the big research institutes that are not necessarily under the umbrellas of schools. So our institute, Freeman Spogli Institute, is not part of the school. It is part of the Dean of Research. So she is an umbrella. So within her office, she built an office of international affairs (OIA). He facilitates all the negotiations and all the relationships with all the institutions around the world. (B. Byrne, personal communication, July 24, 2013)

It seems evident that today internationalization at Stanford is catching new momentum through the cross-national research of faculty. A central feature of organized anarchies according to March (1981) is that "change takes place because most of the time people in an organization do about what they are supposed to do; that is they are intelligently attentive to their environments and their jobs" (p. 564). Much of the focus with international research is through world-wide issues versus country specific. "An organization from the perspective of the organized anarchy is a collection of choices looking for problems, issues and feelings looking for

problems, issues and feeling looking for decision situations in which they might be aired, solutions looking for issues to which they might be the answer, and decision makers looking for work” (Cohen & March, 1986, p. 81). Brendan Walsh pointed out this focus of how scholars now are becoming more as global actors and this perspective shift is trickling down to the students’ awareness of global issues.

Maybe like 10, 15 years ago, it was internationalizing the campus then internationalizing the curriculum. Then, three, five years ago, the focus was on globalization, how is globalization acting upon universities. I think now people are starting to realize more we’re global actors. So it’s not this passive process of globalization, changing your institution, it is just we are global actors, we have faculty doing international research. There are students coming from all over the world. We have students whose primary interests, biggest concerns are like food security and global health. This is a huge change in students’ awareness of global issues. (B. Walsh, personal communication, July 31, 2013).

Belinda Byrne echoed the same ideas about faculty research and how their work has increasingly concentrated on an international focus.

I think the core is faculty interest. If you have faculty interest, that’s your building block. That’s your first building block is faculty interest and expertise. So you then look at our comparative strengths, they can either be regional or functional or even multi-disciplinary, but to really focus on what strengths you have and build from there. So if you have people that intersect on a number of levels, that’s our cadre of experts internationally. Round it out and then you sell your story and how we are going to solve

the world's problem in this way, this approach. (B. Byrne, personal communication, July 24, 2013)

Dr. Norman Naimark also commented on the problem-oriented view of how research is currently done at Stanford, which has been a result of the internationalization of their institution.

The last dozen years or so in Stanford history has been a very interesting one and where people are thinking about hands-on world problems. It's very problem-oriented focus on the part of many of the institutions in the university, lots of money has come into this. It means that researchers who have ideas about the development and alleviation of poverty and the interconnectedness of poorer communities in the world and have the ability to go out and do that. And our students do too. We have a lot of research money for students and then students are then encouraged to develop these things. (N. Naimark, personal communication, July 18, 2013)

In assessing what is important to an institution it is useful to look at artifacts present in the campus. These artifacts can often be found in buildings, their state of the art and the commitment evidenced by the huge sums it takes to create and maintain them. Both Casper and Hennessy commissioned many renovations and constructions of new buildings on campus which enhanced the architectural design of Stanford's campus and provided evidence of their commitment. Hennessy believes that discovery doesn't happen in outdated facilities. Over the past 25 years previous leadership and his administration have renewed the campus with new construction, renovation and updating of facilities and equipment. All these elements provide tremendous opportunities ahead and knowing Stanford can't rely on past approaches to fuel future innovation (Hennessy, 2013).

It was mentioned earlier how teaching of languages was accentuated by creating a new space for a newly created Language Center and its location in the central Quad of the campus. Another artifact worth mentioning is the Clark Center. The Clark Center is a physical building that represents innovation and the spirit of collaboration, promotes the entrepreneurship of the faculty and supports the interdisciplinary focus on projects. The project was accepted in 1999 during Casper's administration however it was completed in 2003. The Clark Center is the hub for Stanford Bio-X one of the most radical experiments in scientific research in the world ("Bio-x Stanford University," 2014).

The building design fosters an unprecedented degree of collaboration between scientists from different disciplines in order to meet some of the most pressing scientific and medical challenges of the coming decades. Such challenges can no longer be met by individual disciplines working in isolation but require the combined experts of multi-disciplinary teams. ("Bio-x Stanford University," 2014)

The Clark Center strategically lies at the heart of the Stanford campus between the core campus science engineering buildings and the hospital and medical facilities. The building acts as a social magnet encouraging chance encounters and informal meetings between lecturers, researchers and students from diverse academic backgrounds ("Bio-x Stanford University," 2014). The lab interiors are a dramatic departure from tradition. The three-story building has been turned inside out, with 'corridors' replaced by external balconies, enabling completely flexible lab layouts. Dr. Belinda Byrne, director of the Freeman Spogli Institute for International Studies, described the organizational layout of Stanford's campus that breeds collaboration with an interdisciplinary focus.

So there's a real entrepreneurship, also interdisciplinary. You see our campus is very close, whereas Berkeley doesn't have a medical school and the law school is over there. Oftentimes, if you go to Harvard, everything is kind of far flung. To the extent that we are all in a single campus, we can walk to the medical school. I can walk to the law school. I can walk to any of the schools within 10 minutes and collaborate with people. There is ton of collaboration. (B. Byrne, personal communication, July 24, 2013)

Hennessy also pointed to the physical proximity as an asset to their culture of collaboration. "For example, we have utilized the physical proximity of our schools to encourage collaboration and a more multidisciplinary approach to research and teaching, essential to addressing today's complex challenges" (Hennessy, 2013, p. 6).

Kalamazoo College

A strategy when engaging in transformation suggested by Eckel et al. (1999) is leading change with teams. K College's participation in the ACE Internationalization Laboratory is an example of a change initiative of comprehensive internationalization by using a teamwork approach. Eckel et al. (1999) believed for an institution to succeed with change, collaboration must be extended beyond the confines of a particular team or group to include widespread institutional participation. Change is more likely to become institutionalized when it involves various stakeholders, when a wide range of people see themselves benefiting, and when a change makes sense to the campus (p. 25).

Administration and faculty participation. In theoretical examinations of the collegium model exemplified at K College, it is also noted that actions of faculty and administrators must be viewed within the circle of decision-making which governs the institution. In April of 2003, President Jones accepted the invitation for K College to be part of the ACE Internationalization

Laboratory and the process began in September of that same year. In its initial phase, the ACE Internationalization Laboratory would involve up to six institutions engaged in finding new ways to integrate international learning throughout the undergraduate experience (Brockington, 2004, March). The laboratory is an outgrowth of ACE's ongoing internationalization collaborative, which included 45 member institutions of all types that have made a serious commitment to internationalization ("ACE", 2013). The aim of the internationalization laboratory is to help participating institutions assess their progress towards their goals of internationalization and to help them make further progress through their engagement with ACE.

K College created the Campus Leadership Team to undertake this project of comprehensive internationalization review (J. Brockington, personal communication, August 22, 2013). The following statement describes how this team was formed initially.

At one point in the early 2000s, we convened an international council, so we did bring all of the folks who deal with international, the languages, the various area studies groups, you know everybody together in international council, once a quarter, and we just talked about issues of the day. From that group morphed then the ACE Laboratory Team. (J. Brockington, personal communication, August 22, 2013)

The focus of the Campus Leadership Team for K College was to achieve internationalization based on the following definition: ACE's definition of internationalization is the "process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution" (Knight, 1994). The following statement by Dr. Cunningham is her reflection on how the ACE laboratory team was a good avenue to begin the conversation about internationalization at K College.

So ACE was a nice mechanism because they had a lot of kind of good practices, but I think what we did is again, taking this real participatory approach, so our team, our internationalization team, was about 16 people that was from all across the college. It included some faculty, some student development folks, some career development folks, service learning, it included across campus. That started to have those conversations again, like, what would this look like at Kalamazoo College? We were very insistent that this isn't just taking some template. (K. Cunningham, personal communication, August 21, 2013)

Dr. Jan Solberg also reflected on her participation of the ACE laboratory team and the importance of having the conversation to internationalize is strength.

So part of the fact that we continue to talk about this stuff is actually not necessarily a sign of weakness, but is rather a sign of strength. That's one of the reasons we're strong is that we say we're not where we should be and we're not good enough, there's more we can do. Let's talk about this again. What else can we do? Somebody goes to a conference, somebody goes to another school, somebody talks to a colleague, somebody just wakes up in the middle of the night with a good idea, we try to share those.

(J. Solberg, personal communication, August 20, 2013)

The above responses reflect the collegium spirit of K College. In a collegium such as K College, the faculty value efficiency, decisiveness, and expedience (Manning, 2013). Faculty members of a collegium organization prefer a thorough explication of a topic, consideration of long-term implications, and adherence to tradition (Manning, 2013). The participation in the ACE internationalization laboratory is an example of how initiatives create progress and momentum in order to continue on K College's process of internationalization.

The team had three phases to complete the ACE laboratory (J. Brockington, personal communication, August 22, 2013). The first phase was to assemble information on the international activities, programs, and policies of the College. The second phase was on the basis of the information acquired to assess the current state of comprehensive internationalization at K College. The third phase was on the basis of the assessment and collaboration with the divisions, departments, committees, and the on-going strategic planning process in order to put together a report that will help the College to more fully achieve comprehensive internationalization.

The team had various tasks to perform in order to be able to create a strategic action plan to achieve the recommendations found in the report (J. Brockington & M. Wiedenhoef, personal communication, August 22, 2013). Some of those tasks were to develop possible learning objectives for international education at K College and to develop what a fully internationalized K College would look like. Also, another task was a review of K College in the areas of the articulated commitment, environment for internationalization, strategy, structures, policies, and practices, curriculum, co-curriculum, experiential, international opportunities, engagement with institutions in other countries, and campus culture (Brockington, 2004). The following is the team's internationalization review goal:

The goal of comprehensive, transformational internationalization at Kalamazoo College is to place international education at the center of the Kalamazoo College experience. This means that the development of knowledge about international and global dynamics as well as the intercultural skills and attitudes necessary for engaged and responsible citizenship in today's world will be incorporated into all aspects of our curriculum and experiential education programs. This international/intercultural focus will also be

clearly evident in our residential life, in our faculty development and reward structures, in our admissions strategies, and in our relationships with alumni, parents, and friends of the College. (“Internationalization Review Goal,” 2003)

Once the tasks were completed, the former President Jones who supported the ACE internationalization left K College. A switch of leadership might make implementation of the internationalization action plan much more challenging. It would be up to the new leadership to decide to pick up the recommendations for their strategic plan and vision for the College. A professor who was on the ACE internationalization laboratory team reflected back to his experience on the team and the results that came from it.

I remember it was a good group of colleagues and some interesting questions and we generated a lot of ideas. I have to say that my recollection is there was never a follow-up report written and there was never any clear, putting into practice the ideas I think we generated.

So I thought, it was one of those things that happens a lot at a university and it is kind of useful exercises, interesting and then you go on to do the next thing. I guess my sense is, was there anything lasting that came out of that? Gosh, there might have been a couple of small things. (J. Dugas, personal communication, August 21, 2013)

Dr. Cunningham somewhat resonated the same sentiments as Dr. Dugas, however, the change she highlighted at K College is the language they use currently. “I think they’re still not like complete, by we don’t even talk about internationalization anymore, that was kind of an initiative, and now we talk about integration a lot” (K. Cunningham, personal communication, August 21, 2013).

Another example of K College's participation in their internationalization efforts is through the Arcus Center for Social Justice Leadership. In this Center not only do the administration and faculty seem to be participating, but students as well.

The Arcus Center for Social Justice Leadership is a new initiative of Kalamazoo College "to support the pursuit of human rights and social justice by developing emerging leaders and sustaining existing leaders in the field of human rights and social justice, creating a pivotal role for liberal arts education in engendering a more just world" ("Arcus center," 2014). K College received a \$23 million grant to endow the work of the Arcus Center for Social Justice Leadership in January of 2012. The grant was made by the Arcus Foundation. The foundation will support various activities including: student scholarships, two endowed professorships, student internships, leadership development programming, faculty and staff fellowships, public lectures and conferences, local and global partnerships and residencies for social justice scholars and practitioners ("Arcus center," 2014). There are various past projects that the Arcus Center has funded that have an international dimension. For example, the Asian Pacific Islander Student Association attended the Midwest Asian American Student Union Conference to educate themselves about the Asian American culture and issues. Other examples include senior individualized projects. One of the past projects focused on body image perception in Kenyan women; another project conducted research on the role of NGOs and missionary groups in alleviating poverty in Haiti.

The founder of the Arcus Center is Jon Stryker. The following quote by Dr. Jan Solberg mentioned the beginning of the Arcus Center and how it has impacted K College.

Our Stryker Center for Social Justice Leadership, another local wealthy family of philanthropists that has done so much for this college, we are so grateful to them, is the

Stryker family. Jon Stryker is a philanthropist who has three very disparate causes that he is very involved in, endangered species, architectural preservation and social justice. He has endowed us for a couple of years and a new, brand new center for social justice leadership. This is probably one of the biggest things we talk about now, for very good reason. We've already had a prize for global justice where people from around the world submitted proposals for neat things that they wanted to have funded. The finalists came to campus, made presentations; this was a big deal. They're going to be organizing conferences, bringing faculty members to campus. In some ways that has eclipsed every other initiative on campus. (J. Solberg, personal communication, August 20, 2013)

In 2013 the Arcus Center announced the Global Prize for Collaborative Leadership. Those interested had to submit an 8–10 minute video addressing a social injustice and how the project would take a fresh approach in addressing the issue with a structure of collaborative leadership. The winner last year was the Dalia Association of Palestine who won \$25,000. Their association is a Palestinian-led community foundation dedicated to civil society development, accountability and self-determination through awarding local grants and eliminating reliance on international aid (“Arcus center,” 2014). Other winners included the Language Partners based out of Illinois that is a prisoner-created bilingual educational program that develops language, leadership, and job skills post incarceration in collaboration with the University of Illinois at Urbana-Champaign (“Arcus center,” 2014). The following quote by the President of K College, Dr. Wilson-Oyelaran, expressed the opportunities such a foundation can offer to K College students and the community.

The Prize competition provides an unparalleled leadership development opportunity for K students and faculty, the Greater Kalamazoo community and for frontline social justice

scholars, activists, and leaders everywhere. For every seemingly intractable social justice problem, there is a collaborative leadership solution to address it. Through this prize competition, we will welcome the world to our campus to showcase some of these solutions. (“Arcus center,” 2014)

Students’ participation. Students at K College have participated in the internationalization efforts at their institution through their participation in study abroad, student organizations with an international/intercultural focus, and their student publication called *Passages*. This magazine was created and is edited solely by students who participated in study abroad. The magazines contain articles, poetry, photographs, and drawings based on the students’ perspective of their study abroad experience.

According to Brockington (personal communication, August 22, 2013), currently 80–85 percent of Kalamazoo graduates study abroad in approximately 42 programs on 6 continents. Over the years, the directors of the study abroad program have stayed true to the original goal that students should be exposed to academically different, but challenging experiences while finding opportunities to achieve cultural integration (J. Brockington & M. Wiedenhoft, personal communication, August 22, 2013). In 2013, CIP assessed a review of the top three regions to which K College sends students. Those are Europe (55%), Latin America (17%), and Asia (16%). Also, they determined that during 2011–2013, the study abroad participation rates by major were as follows: Languages (96%), Interdisciplinary (89%), Humanities (86%), Fine Arts (84%), Social Science (77%), and Natural Science/Math (65%). As Dr. Brockington (personal communication, August 22, 2013) described the study abroad program at K College, he emphasized that it is integral, intentional, and integrative compared to other programs across the

United States. The following are quotes by educational leaders at K College that describe the ethos surrounding study abroad.

But still there's this sense, kind of almost an expectation that you're going to do that [study abroad] and advisors hopefully would ask not whether you're going abroad but where you're going. Not are you doing an internship, but where are you doing it.

There's that kind of expectation. (P. Sotherland, personal communication, August 19, 2013)

This was the status quo when they came in. They weren't so invested in transforming the identity of the college. So they may not be pushing study abroad for a very long time here, but the ethos or default question that you'd ask people was not are you going to study abroad, but where are you going. (J. Solberg, personal communication, August 20, 2013).

Troy University

At Troy, Chancellor Hawkins was able to articulate and create for his campus constituents a better future for Troy through the process of internationalization. The main way Hawkins was able to get participation was that he made a clear and compelling case for internationalization. Next he was able to craft an agenda for internationalization that made sense and made connections internally and externally for internationalization. Finally, Hawkins widened the participation through his speeches, committees, and campus addresses.

Dr. Hawkins' strategic approach is what he calls the "three-legged stool" approach. It includes 1) recruiting international students, 2) creating study abroad programs, and 3) encouraging faculty development ("Partnerships fuels internationalization," 2012; J. Hawkins,

personal communication, September 2, 2013). According to Dr. Hawkins, he believes each leg requires linkages and partnerships to succeed in their efforts to internationalize their institution.

As of 2012, Troy University is the third largest provider of higher education to international students in Alabama (Belanger, 2012; J. Hawkins, personal communication, September 2, 2013; C. Porter, personal communication, September 17, 2013). The two other institutions with high numbers of international student enrollment are the University of Alabama and Auburn University. The goal of Troy University is to increase their international student population to 1,200 by 2015, which is up 36 percent from the 2010–2011 academic year (Belanger, 2012; J. Hawkins, personal communication, September 2, 2013; “Troy Vision 2010,” 2010). If Troy reaches that goal that could push Troy’s international enrollment to the top spot statewide (Belanger, 2012). According to analysis by NAFSA: Association of International Educators, formerly the National Association of Foreign Student Advisers, the University of Alabama had 1,036 international students enrolled and Auburn University had 1,022 enrolled during the 2010–2011 academic year (Belanger, 2012).

The next leg of Dr. Hawkins’ “three-legged” approach to internationalization is the creation of study abroad opportunities for their Troy students. The study abroad office is under the responsibilities of Dr. Porter. According to Dr. Hawkins (personal communication, September 2, 2013) study abroad is their weakest link in their internationalization efforts. He and his senior administration understand the creation of more opportunities for students to study abroad is essential and imperative to prepare students to succeed in this global village (Hawkins 2009). There has been on record one faculty member, Dr. James Sherry, French professor, who has been taking students to Paris, France since 1984. “Until 1984, no faculty member from this university had ever taken any students abroad” (J. Sherry, personal communication, September

18, 2013). Currently, Troy does have their faculty members lead study abroad programs, as a matter a fact; Chancellor Hawkins has challenged his faculty and staff from each college, which is a total of five, to establish five new study abroad programs per year. This is a typical strategy on the part of leaders in bureaucratic institutions, where a top-down goal is pursued via challenges and incentives. In 2009, the colleges sponsored 19 study abroad opportunities for students and since then the number of programs varies from 20 to 23. The following countries for these opportunities were in Sweden, Kenya, London, Russia, Malaysia, Greece, Ecuador, Peru, Italy, Paris, Cuba, and Costa Rica (“Troy University,” 2010).

The commitment of faculty development at Troy University is the third leg of Dr. Hawkins’ approach to internationalizing their campus. The acceptance of faculty members to the change initiative of internationalization comes at the moment of the hiring process. Once they are committed to the vision of Troy, they participate in the process of internationalization. Since internationalization efforts are coming from top-down in a bureaucracy, there is a tendency to require total loyalty from its members toward the way of life the organization requires (Manning 2013). Kent was also able to provide insight in this characteristic that is evident at Troy.

Dr. Porter is very committed, but he drives himself very hard, too hard. He then expects that of other people, you know, so to a degree, then he’ll back off. Basically he expects everybody to be eager to do their part of more than their part, so you get that. You also get that level of support from him, and then he reports to Earl Ingram. Well, Earl Ingram is the same way except a little more. He is more distant; he is at a higher level. So you’ve got that, a straight line, see, Hawkins, Ingram, and Porter. (D. Kent, personal communication, September 19, 2013)

Dr. Hawkins' "three-legged approach" to internationalization has met with success by their standards. Troy University has been able to recruit students from nearly 60 countries, and have students enrolled at not only their main campus and those located in the United States, but also in campuses in 11 foreign countries (Ellis, 2005; Hawkins 2009; "Troy University," 2010). There is some truth to an expression used by Dr. Hawkins and various members of his staff at Troy University that "the sun never sets on Troy." There are over 27,000 students enrolled in Troy University in over 13 different time zones (Ellis, 2005; Hawkins, 2009). The faculty at Troy seems committed in creating study abroad opportunities, engaged in faculty exchanges overseas, and internationalizing their curriculum. The transformation of Troy's campus under Dr. Hawkins is seen in the term he coined as a "global village" as they move into their institution into the new frontier (Hawkins 2009).

Summary of Results for Research Question Four

Successful internationalization requires the various constituents and their unique perspectives to contribute to diagnostics, strategy, and implementation. If stakeholders sense personal ownership, they are more likely to be participants in the process.

The level of student participation varied at each institution. However, there were some similarities. Examples of student participation included studies abroad, international student organizations, second language acquisition programs, international research and internships, and conferences.

Participation among administration and faculty also varied. At Stanford University, faculty played a large role in the internationalization efforts through their transnational research and projects. Although the organizational structure is decentralized at Stanford, there was

participation among the board of trustees in the Globalization Committee. Senior administration also participated in the internationalization-g geared fundraisings.

At Kalamazoo College, participation in the ACE Internationalization Laboratory played an influential role in the transformation of their college. A new initiative that creates participation from faculty, administration, and students is the Arcus Center for Social Justice Leadership. The center's mission, which is global by nature, is to support the pursuit of human rights and social justice by developing leaders with this very heart and mind.

At Troy University, Chancellor Hawkins' approach to internationalization created comprehensive participation: the recruitment of international students, the creation of study abroad programs, and faculty development.

CHAPTER 5. CONCLUSIONS

This study examined institutional transformation from an inward focus to an outward focus through the process of internationalization at three diverse institutions in the United States. Data was collected through the case study research design to understand the “how” and “why” institutional transformation took place. This chapter will summarize the key findings from this study, describe the implications of this research, offer some recommendations, and discuss implications for further research.

Summary of Key Findings

Findings from this study confirm the complex nature of engaging in change efforts through the process of internationalization. Key findings were related to the four research questions that guided this study.

The Presence of an External Funding Source

In the case of all three higher education institutions, the main finding was the presence of an external funding source. The international activities that initiated each of the institution’s inward focus to an outward perspective began with funding outside the institution’s budget. For the case of Stanford University, the Ford Foundation provided financial resources to begin their Stanford Overseas Program and the Board of Trustees sustained the overseas program through fundraising efforts provided by their wealthy alumni donors. For the case of Kalamazoo College, the S. R. Light Foundation provided financial resources to begin their Foreign Study Program and later endowed the study abroad program for all Kalamazoo students to experience.

For the case of Troy University, the U.S. government provided military contracts to begin the delivery education to the U.S. military in Europe.

The data also indicate that sustained and committed leadership is important to see the vision through. In all three cases, all assigned leaders of the institution served longer than the average administration of a college/university president. In each case, it can be seen that transformational leadership was enabled through the creation of an external source of funding. The external source of funding propelled the pioneering international programs at each institution which made leadership of these programs easier to implement and sustain. In some cases, the authentic leaders of the institutions were responsible for the creation of the programs. However, in order for the progress of success of their international programs, the leaders of the institutions had to adopt the initiative facilitated by an outsider's goal to take an active role in promoting these programs and the vision of internationalization.

The reality of the successful transformation of these institutions was possible because of someone's willingness to contribute money for the institutions to carry out their vision. According to Dr. José Llanes, "A vision without a budget is a hallucination" (J.R. Llanes, personal communication, May 16, 2014). There are visionaries and there is money. The visionaries seem to take advantage of the opportunity, as it fulfills an internal need. In the case of K College, there is a need to become distinctive in a highly competitive field; this was the same reason that was noted at Troy University. In the case of Stanford, the leadership interpreted the university's historic mission and adjusted to the goals of the donor.

Internationalization as an Outcome

The cases suggest another finding that was present at each of the institutions when it came to the phenomenon of internationalization. Each of the higher education institutions in the

study didn't set out to "internationalize" their campus; however it was (at the beginning at least) an outcome from their pioneering program. With the experience and success gained from their pioneering international programs, each institution was able to launch a more intentional, strategic internationalization plan later in their journey of transformation.

In the case of Kalamazoo College, the Board of Trustees wanted a new calendar system that would allow for more sufficient and efficient use of the college's plant and facilities.

In the case of Troy University, the institution was engaged in a survival exercise. During the same time of the military contracts given to Troy University, regional universities were created in Alabama. All these universities were created with the main component of providing a teacher education which was Troy's main contribution to the state of Alabama until then. These universities were drawing away the main source of students for Troy. Troy University was not nationally known or prestigious enough to attract out-of-state students. In such times of crisis, the leaders of an institution begin to look for support as a mean of institutional survival.

A significant advantage. It is also true that the enablers of the movement toward internationalization were somewhat tied to the institution and the leadership of those institutions prior to the enabling the change. The evidence trail for Troy University's connection to the military began with the long-time friendship between Dr. Ralph Adams and his law school roommate, Governor George Wallace. Dr. Ralph Adam's personal relationship with Governor Wallace provided access to government contracts, dignitaries, and politicians. This was observed through numerous personal photos of Dr. Ralph Adams and Governor George Wallace, former Presidents, dignitaries and politicians from all over the world that visited Troy University. The military that produced a competition for a university to educate their troops based abroad, gave Troy an advantage due to the support of the state government.

While the researcher has not been able to triangulate qualitative data to establish the reliability of the following component, it is regarded as credible because it come from Chancellor Hawkins speaking on the record. According to personal communications with Dr. Hawkins, he mentioned that during the time the government released the announcement bid recruiting universities who were able to deliver distance education to the U.S. military in Europe in 1974 its only Alabama competition would not have applied for cultural reasons. Chancellor Hawkins expressed his views on how Troy was able to get the military contracts.

The flagships wouldn't touch it because the military was integrated. That was never a barrier to Troy. So our concept of the world and diversity has always been a little bit different, maybe we're stuck off in southeast Alabama, and closer to Florida, maybe that's part of our influence. But in 1974, having been in service to the military for 20 plus years, we were selected to go to Europe, and it was there that I think that our perspective changed. (J. Hawkins, personal communication, September 2, 2013)

In other words, Troy University didn't have a problem delivering education to minorities, specifically African-Americans; however, the other universities in Alabama did have a problem with integration according to Chancellor Hawkins. However, as a researcher at Troy University archives, I observed and found many pictures – personal and professional – of Governor George Wallace. The library is even named after George Wallace's wife. Dr. Ralph Adams and Governor George Wallace were law school roommates. During the Ralph Adams administration, Troy University can attribute its success to its relationship with Governor Wallace and at the same time this governor was the national symbol of racial segregation. There is an infamous scene of Governor Wallace on the doorsteps of the University of Alabama saying: "Segregation Now! Segregation Forever!" So therein lays the unresolved conflict through my

observations, interviews, and the facts of history with the elements around Troy University obtaining military contracts.

In the case of Stanford, they took their own mission and interpreted it differently. Reading the mission at first glance there is no mention of internationalization; however, many faculty at Stanford, among those interviewed for this study, see embedded an international dimension into their mission and make a case for their international activities at Stanford as stemming from this mission statement. At Stanford, a review of their undergraduate education provided an opportunity for their professors who were German or had their own connections with people abroad to create international programs, such as their Stanford Overseas Program. During the time of the Stanford Overseas Program, Europe was rebuilding at a fast rate and this included the universities, so it was reasonable and feasible for these professors to go abroad and be the initial international connections for the university.

Each of these institutions had a motive for creating their international pioneering program that began its global progression; however, internationalization was not the initial vision. Due to their international experience, each institution reached a point where the institution implemented a strategic internationalization effort to become more global and become more outward looking institution.

Ambitions of the Institution

Leadership plays an important role in making known the institution's change initiative of internationalization. It is through their demonstrated commitment, consistent and symbolic messages through the ambitions of the institution that leaders make known their internationalization efforts.

At Stanford University, the institution's ambitions include being a world-class university. They strive to be a standard of excellence and believe that quality breeds quality. In order to become a world-class university, they must be part of the world infrastructure of knowledge and mobility. Internationalization efforts fall in line with the ambitions of the university.

At Kalamazoo College, the institution's ambitions include providing a quality education that is distinctive among liberal arts education today. The institution has revitalized their tradition of a fellowship in learning. At the heart of this ambition is providing a tightly knit community of students and faculty where teaching and learning are shaped by and occurs within a personal relationship and mutual regard. The institution is transforming their institution where fellowship in learning happens in the world as their campus.

At Troy University, the institution's ambition includes being Alabama's International University. Troy has created their campus as a global village and continues to grow. At one point in history, Troy was referred to as "Kudzu University." The term 'kudzu' refers to a plant, where it grows it can out-compete and eliminate native plants and upset the natural diversity of plant and animal communities. Kudzu is difficult to control once it has become established in an area. Hence the term "Kudzu University" described Troy University because of their rapid growth. Their ambition is now to have a presence all over the world. There is a saying at Troy that the sun never sets on Troy. This statement sums up that at any given day, at any given time, chances are there is a Troy class being conducted somewhere in the world.

The Role of Faculty within Their Organizational Structure

It became evident in the study of these three institutions that commitment among all stakeholders throughout the institution seemed essential for the success of transformation through internationalization. Throughout its internationalization efforts there were a few

objectors. In the case of Troy, a local community that thought Troy was using state money to promote activities abroad. At K College, the sciences felt they had been left out of the internationalization process and opposed it for some time. At Stanford, the foreign languages programs felt that their domain in language teaching had been usurped by the Language Center that took over this function. These internal objectors often found support in board members and community leaders, but there's evidence that leadership pushed back and overcame the objections.

Administrative leaders play an important role in leading the change initiative; however the heart of institutional change, in other words, the driving force of transformation through internationalization is the commitment of the faculty and staff. Faculty and staff is the primary conduit of implementing internationalization through the creation of the curriculum, the courses they teach, the research they conduct, and the service they engage in. The valuable resources these faculty members have are time and attention. Some entrepreneurial faculty members come to use the initiative as a way to increase the support for their research grant.

The best example of faculty-led globalization is at Stanford. Today its faculty is engaged in cutting edge, innovative research all over the world. Their research is at the center of major global issues and challenges. At Kalamazoo College, the faculty and staff committed early to incorporate study abroad as part of their curriculum. Today, they have high-participation rates in their study abroad programs even among science majors and athletes, two student groups that struggle with participation numbers. They have created a culture where the question is not whether you are going abroad, but where. At Troy, the commitment of faculty and staff trailed the administrative leadership's efforts. Without strong top-down initiatives Troy wouldn't have a presence in over 25 countries and 13 time zones delivering distance education. However, as

the programs grew and became very successful, many faculty joined the effort, spurred along by new faculty who came to Troy because of its international ambitions. With the commitment of their faculty and staff, they have been able to create the first Sino-American 1-2-1 Program which allows Asian students to spend two years studying at Troy. This program has contributed a solution to the brain drain that many countries experience when their students study abroad. Troy has the third largest international student population in Alabama and is steadily increasing and could soon hold the top institution ranked as the with the most international students in Alabama. Troy's current goal is to increase student participation percentages in their study abroad program. Through the commitment of their faculty and staff to create and lead these opportunities to study abroad, those numbers have been gradually increasing.

Internationalization processes and the organization model. With these three examples of the role of faculty (which differed widely) these institutions' approach to internationalization benefited from and was also limited by their organizational model. An institution's organization model is most resistant to change and thus, the leaders of the institutions have to adapt to the model as they implement internationalization initiatives. At Stanford University, which is run by a model defined in the literature as "organized anarchy," the faculty felt empowered to make international contacts abroad and create the Stanford Overseas Program. The authentic leadership at Stanford supported these entrepreneurial efforts of their faculty members by finding financial resources and making these resources available for such activities. This was very different at Kalamazoo College, organized as what is known in the literature as a "collegium," where the board member had the idea to provide study abroad opportunities to their students, the President supported it and the idea was taken to the faculty for them to implement. In K College's case, the faculty was given the independence to design the

programs and curricula. Today, the study abroad program is still in existence because of faculty involvement and support of the program. Although at Kalamazoo College the faculty is minimally led, the end product is still up to faculty. At Troy University, running what is known as the bureaucratic organizational model, an announcement of the international programs provides direction and participation for their faculty members. An important strategy implemented at Troy by their senior administration to gain committed faculty members is presenting their internationalization vision in the faculty recruitment process. From the beginning, faculty members hired at Troy University know and understand Troy's vision and the role they play in the internationalization process.

Has the Transformation Taken Place?

By studying three diverse institutions for this case study, information may be unearthed that continued research might help connect the dots. Out of the three higher education institutions studied, Troy University was the most intriguing to me to research because of my personal involvement with Troy. I grew up in Auburn, Alabama since the 1980s. I had several friends who attended Troy and taking road trips to visit friends was common. I knew Troy University as Troy State University and close tabs were kept on Troy because of their football program which eventually became a Division I team for the NCAA. I was particularly surprised and curious to hear how "internationalized" Troy had become which led to the question: Is Troy really transformed?

The nature of the change is found in the context of the case of Troy University. In other words, if it were not for their internationalization efforts, what would Troy University look like today? In the context of state universities in Alabama, Troy is indeed transformed. There is empirical evidence of transformation of its student body with the increase of international

students, the competitive Confucius Institute, the campus-wide symbols such as the display of multinational flags in the Student Center, the décor of administrative offices which includes Chinese statuary among others and at the level of “symbolic language interaction” within the academic community. The message of internationalization is consistently spoken of in addresses by the administrative leadership and among faculty members interviewed. The message of internationalization is so ingrained in the vocabulary of Troy University members, that some members in the academic community as well as some members of the local community are ready to move beyond this “internationalization process” taking place at Troy to the goal of labeling itself as Alabama’s International University. Data collected didn’t reveal who initially coined the phrase “Alabama’s International University”; however, the academic community and the surrounding communities didn’t take too well to the title at first. In an off-the-record conversation with a senior administrator in communications at Troy University, he expressed how far Troy has come, but not everyone is on board with the internationalization of Troy. The following is the story he provided to show the example of the existing parochial attitude and perspective that many at Troy still have.

A billboard was placed on the county roads leading to Troy University that displayed “Troy University: Alabama’s International University.” The researcher remembers seeing the sign on the many trips she personally took to Troy for this research. I also remembered not noticing the sign towards the end of my visits to Troy, but found myself thinking that I must have missed the sign earlier. The senior administration continued to tell how many calls the university received about the sign. The calls were complaints, the community objected to the sign on parochial grounds. Troy University was their university, not internationally. Troy University eventually took the sign down.

Troy University has transformed from the researcher's personal experiences of growing up near the institution, and data collected for this study seem to point to a transformation in the classical sense, from an inward looking to an outward looking organization. In comparing the three top universities in Alabama (Auburn University, University of Alabama, and Troy University) with which the researcher has personal experience, Troy University can credibly claim the title of "Alabama's International University."

Implications of this Research

It is the central finding of this research that in these examples studied the success of institutional transformation through internationalization from an inward focus to an outward focus will depend upon 1) the ability of institutions to find external funding sources, and 2) the availability of long-term commitment from authentic leadership to implement internationalization initiatives and eventually to be institutionalized through the leadership of their faculty and staff.

Findings from this study suggest the importance of having a leadership team, consisting of the CEO and senior administration, take advantage of the externally provided incentive and in a manner which is appropriate to the organizational model of each institution. Their leadership in each case demonstrated support and evidenced commitment to lead internationalization efforts. As the process begins to mature it is common to each institution that faculty become engaged serving as champions of the international initiative. At the level of the faculty champion, the articulated support of the top management becomes important for communicating institutional commitment to the goals and benefits of internationalization and persuades others. While the relative importance varies from one institutional model to another, faculty leaders are particularly important as change agents in academic cultures where credibility as colleagues

facilitate their ability to be persuasive and to exercise authority to implement the process of internationalization.

Although this study focused specifically on internationalization on the institutional level, findings in this study showed leadership opportunities to promote internationalization came from a combination of efforts at the department level and individual level that strengthen the opportunity for transformation. To be transformed through the process of internationalization, change must be intentional, deep and pervasive, and occur over time. These institutions had the opportunity to succeed because the opportunity for internationalization was propagated by a variety of constituencies to every component of the organization. Defining the internationalization initiatives and its process within the institution from a variety of perspectives provides the opportunity to devise multiple options and communicate the benefits of internationalization in multiple ways. Institutional internationalization benefited from expanding their spheres of influence to include individuals, departments, and offices from a variety of perspectives. In addition that transformation occurs over a period of time and through varying stages of the internationalization process.

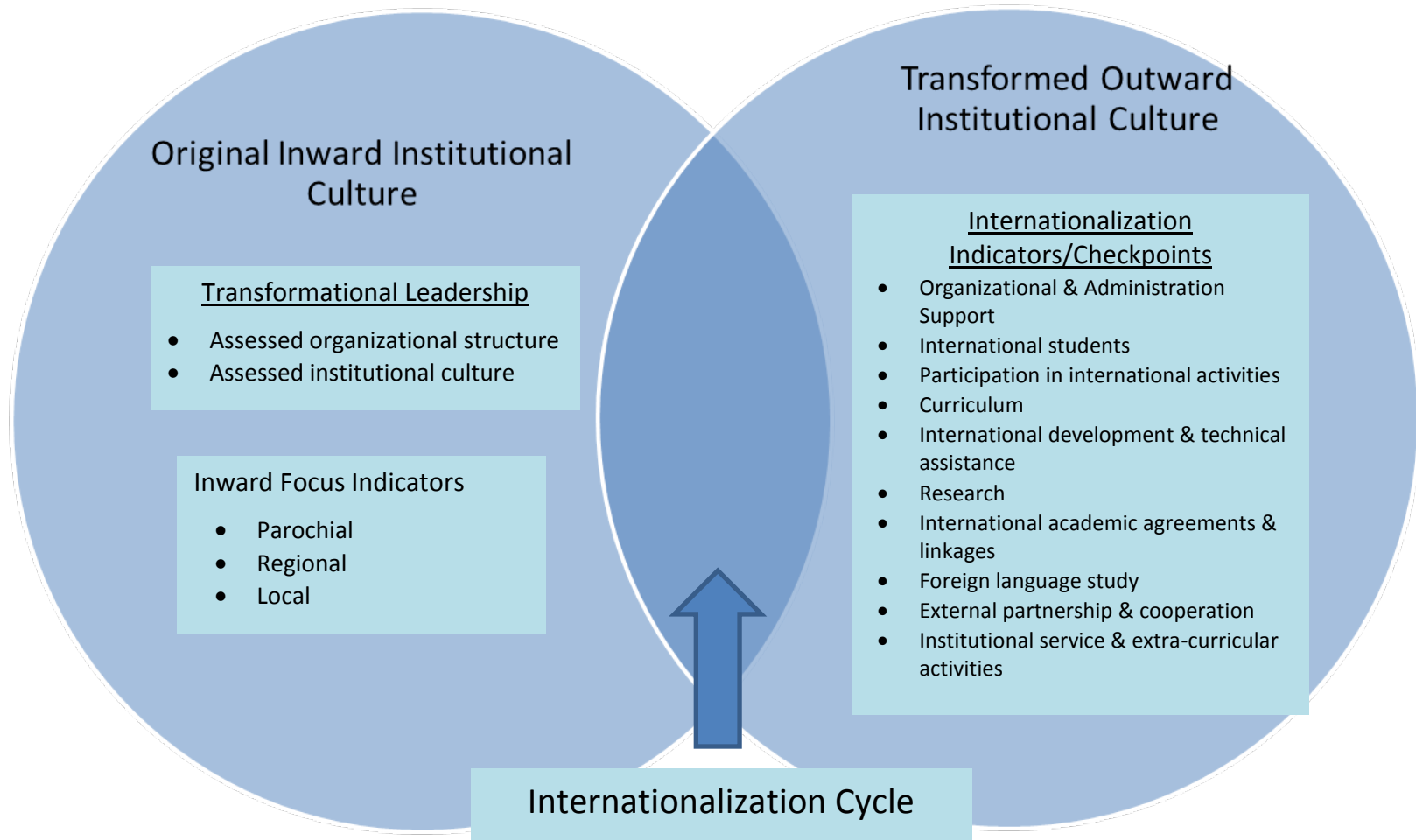
This study affirms the important role of leadership, faculty commitment and external funding sources in implementing internationalization efforts. Each institution is unique in its culture and organization model. Each institution will embody the traditions, missions, and values that are essential to understand and adapt to as leaders implement internationalization efforts.

Model of Institutional Transformation through the Process of Internationalization from an Inward Focus to an Outward Focus

To meet the demands of globalization for a twenty-first century education, IHEs must rethink not only key personnel integral to the internationalization process, but also the broad changes and small nuances of implementation. Implementation begins with a cultural change (within the IHE), which is either welcomed by the culture or not. Without the forerunner of internal cultural change, institutional change becomes a legalistic, mechanical redevelopment void of true meaning and spirit.

For all levels and phases of implementation to happen successfully, senior administration, faculty, and change agents must persuasively communicate their values and rewards, and, administer their organizational authority strategically. What appears to be required in a leadership team is *transformational leadership*. This is the type of leadership that recognizes the need to transform for the sake of surviving and fulfilling the institutional ambitions and that is also prepared to make the difficult decisions, attract the external support and reject the push-back from enfranchised groups which stand to lose from the transformation. Findings from this study suggest a model of institutional internationalization through such leaders. This model also suggests the transformation from an inward focus to an outward focus of institutional culture by transformational leaders as the primary mechanism that drives internationalization efforts. The overlap in the circle indicates the new and updated culture is not entirely different from the previous one.

A Model of Institutional Internationalization Transformational Change from an Inward Focus to an Outward Focus



Here are a few more overarching thoughts along these same lines:

First, preliminary internationalization initiatives implemented at several organizational levels, and at the individual level, builds understanding and support for greater internationalization initiatives throughout the institution.

Second, senior administration is the essential spearhead for vision-casting and communicating institutional commitment towards internationalization. Faculty leaders are important as change agents in the smaller academic subcultures where their collegiality and credibility helps implement internationalization goals within departments.

Third, organizational structure is significant. Thus, the institution's organizational nature must be somehow merged with internationalization values and goals. In other words, organization and internationalization must be synthesized.

Suggested Elements Needed for Implementing Institutional Change through the Process of Internationalization

Findings from this study provide suggestions for ways institution may implement changes to promote institutional transformation through the process of internationalization.

Securing External Funding

The success of transformation from an inward focus to an outward focus through the process of internationalization began with the presence of external funding to implement various international programs. External funding can be in the form of government contracts, grants, endowment and donations from alumni. External funding has the advantage of providing external validation of the change initiative without stressing the existing budget. The values and priorities of an institution are embedded in its budget. An important indicator of the

sustainability of change is the extent to which it becomes reflected in the budget of the institution or the effort to secure external funding to support and implement internationalization initiatives.

Committed Leadership to See the Initiatives Through

Leadership is found on all different levels of the institution; however the leadership of the institution, those assigned to senior administration, plays an important role in the transformation of an institution through internationalization. First, leaders must be in office more than the average time of a college/university president. Since change takes place over time, a switch in leadership may cause a delay or even temporarily stop internationalization initiatives. They are able to lead by acquiring commitment and support from their followers for the vision of internationalization of their institution. These leaders must become social architects and create an environment where innovation is valued and sought after. Second, leaders must discern the institutional culture and its organizational structure. In order to make internationalization initiatives stick within an institution, crafting strategies aligned with the commonly held beliefs, values, and traits of their organization's model is necessary.

Diverse and Broad Participation

Faculty are the driving force and at the heart of internationalization efforts at an institution. The engagement of diverse individuals from various departments and offices across campus provide for opportunity to widen the participation for internationalization efforts at the institution. These individuals are able to endorse and benefit from the internationalization efforts. Each has their own sphere of influence to gain more commitment to achieve a critical mass of followers for the process of internationalization. Their endorsement may create investment and enthusiasm for the implementation and sustainability of internationalization efforts.

Suggestions for Further Research

All institutions with goals of internationalization should benefit from the findings of this study as it produces hypotheses which may be tested quantitatively. There should be additional research conducted on several elements beyond the range of this study.

A quantitative study that would test the findings from this study, specifically pertaining to the essential nature of outside funding, organizational model-dependent change strategies, the emergence of champions among the faculty and staff and the resulting symbolic interaction which defines the institution as global, international or world-class.

Another suggestion is a study sampling different institutions of higher education. The institutions selected here were chosen as part of this study's sample because of their visible and documented success of institutional transformation through the process of internationalization. Studying institutions that have attempted change but failed would provide a totally different perspective.

The next suggestion is research that on other types of institutions would provide contrasting perspectives. These institutions would consist of for-profit providers, including those created to be international institutions.

A suggestion for study is to focus on another approach on internationalization. Internationalization can be viewed from either the activity or competency approach. This would provide another perspective of internationalization and how it affects an institution's transformation.

A suggestion for research would be a study of the process of internationalization on either the department or individual level.

A study on how internationalization affects students and/or faculty from their point of view and the point of view of different racial and national origin groups, different genders, and disciplines.

A suggestion for research would be a study on the role accreditation agencies for higher education play when institutions move to implement internationalization, in particular with respect to joint degrees.

Institutions of higher education are a reflection of the larger society and what is going on in the world. They reflect the challenges globalization has put upon them to transform as internationalized institutions with an outward perspective. The challenge is to provide an education that will enable students to live, work, and play successfully in a rapidly globalizing society. The distinctive nature of higher education entails that we continue to study efforts that successfully change the practices that avert every member of the higher education community to progress and succeed. This study is an example of a step in that direction.

MANUSCRIPT 1:
THE GLOBALIZATION OF HIGHER EDUCATION: THE CASE OF
STANFORD UNIVERSITY

Introduction

Stanford University is a mid-size, private liberal arts higher education institution in Stanford in the heart of Palo Alto, California. Stanford is also a leading research institution. The current enrollment is about 15,877 students including about 6,980 undergraduate and 8,897 graduate students (“Admission,” 2014). The highest degree offered is a doctorate. Stanford University is among the oldest institutions in the West founded in 1885 (“History,” 2012). The current president is John Hennessy. He has been president of Stanford for the past fourteen years. Their endowment as of 2012–2013 is at \$18.7 billion dollars.

Why Stanford?

Stanford’s transformation from an inward focus to an outward focus through the process of internationalization developed over time, in various stages, naturally and strategically. Stanford has been an essential element in the birth and growth of Silicon Valley. Its highly productive faculty includes twenty-two Nobel laureates and five Pulitzer Prize winners. Many professors have left their faculty position to work for U. S. presidential administrations. Stanford is also known for its high-achieving students, who are supported by one of the largest endowments in higher education today. Stanford University is a powerhouse institution, known

internationally for its global and diverse culture, its important and significant research and its high quality graduates.

Taking a deeper look at Stanford University studying how its parts create the whole, the quote from Aristotle rings true that, “the whole is greater than the sum of its parts.” Initially, internationalization at Stanford began naturally and unintentionally and as time progressed Stanford became more focused and intentional about internationalizing their institution.

Many principles contribute to the university’s journey of internationalization. It began with creating a foundation through a pioneering study overseas program due to work of visionary educational leaders. These leaders had foresight to create a program that would contribute to the liberal arts education model. This program was a seminal development that began Stanford’s progression to an outward focus. The ideas of doing things globally and collaborating on an international scale are part of the culture and ingrained in the mindset throughout the institution. The organizational structure of Stanford contributed to the progress of becoming internationalized by staying true to its history, traditions, and values.

What is the Internationalization Process?

This case study focused on the process of internationalization at Stanford. Knight (1993) introduced an evolutionary or process-oriented view of internationalization. The operational definition of internationalization is the following:

Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education. (Knight, 1994, p. 3)

There are various approaches to internationalization. There is the process approach, activity approach, competency, and organizational approach. Both the process and organizational approach are used in this study. The process approach frames internationalization as a process which integrates an international dimension or perspective into the major functions of the institutions. Terms such as infuse, integrate, permeate, incorporate are used to characterize the process approach. A wide range of activities, policies and procedures are part of this process (Knight, 1994). The organizational approach is closely linked with the process approach which is the rationale for the use of both approaches in this case study. The organizational approach focuses on developing an ethos or culture in the university or college that values and supports intercultural and international perspectives and initiatives (Knight, 1994).

A number of elements have been identified which play an important role in the internationalization process. These elements may be called key ingredients, mechanism, facilitators, barriers, factors or steps. Two types of elements of internationalization are academic activities and services and organizational factors. Knight (1994) makes a point to separate the two elements because of the importance of each and the importance of an organization's commitment to internationalization.

Differentiating between academic and organizational factors is essential. Even if there are an increasing number of academic activities taking place, if they are not underpinned by a permanent organizational commitment and structure, they may die when proponents leave the institution. Internationalization must be entrenched in the culture, policy, planning and organizational processes of the institution so that it is not treated as, nor does it become, a passing fad. By only focusing on the academic or program activities

one can overlook the process issues, which are important to ensure that the different activities reinforce each other that they become central to the mission of the institution and that strength lies in the whole being greater than the sum of the parts, especially for impact, benefit, and leverage. (Knight, 1994, p. 5)

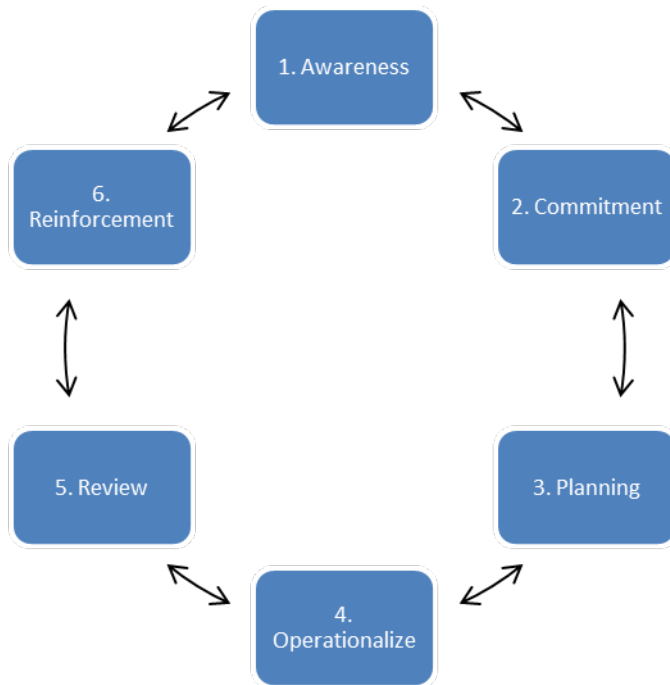
The following is a chart displaying the academic activities and services as well as the organizational factors observed in the internationalization process (see Figure 3).

Dimension	Major Indicators
Academic activities & services	<ul style="list-style-type: none"> • Curriculum • Work/Study Abroad • International Students • Faculty/Staff Exchange & Mobility • Foreign Language Study • International Development Initiatives • Institutional Cooperation Agreements • Research with an International Dimension • Area Studies/Theme Center • Cross-cultural Training • Extra-Curricular Activities & Institutional Services
Organizational factors	<ul style="list-style-type: none"> • Expressed commitment by President & Senior Administration • Interest & Involvement of Faculty & Staff • Adequate Funding Allocation • International Office • Expressed Support by Board of Trustees • Communication Channels • Experienced Personnel • External Linkages • Policy Statements • Annual Planning, Budget & Review Process • Decentralized/Centralized Approach • Interdisciplinary Cooperation

Figure 3. Knight (1994) List of Academic Activities and Services and Organizational Factors

The study of Stanford University’s commitment to internationalization was approached as a series of steps which were interconnected and flexible. The process was conceptualized as a cycle. Knight (1994) developed the concept of an internationalization cycle in a graphic format.

The internationalization cycle (Knight 1994) has six phases which an institution can move through at its own pace. Visually the cycle expresses a sequence; however it is essential to point out that the two-way flow may occur between different steps.



1. Awareness of need, purpose and benefits of internationalization for students, staff, faculty, and society
2. Commitment by senior administration, board of trustees, faculty and staff, and students
3. Planning identify needs and resources; purpose and objectives; priorities; strategies
4. Operationalize academic activities and services, organizational factors, and use guiding principles
5. Review assess and enhance quality and impact of initiatives and progress of strategy
6. Reinforcement develops incentives, recognition and rewards for faculty, staff and student participation

Figure 2. Internationalization Cycle by Knight (1994)

What was Stanford's Internationalization Cycle?

Phase one is awareness. This phase involves the institution creating awareness of the importance and benefit of internationalization for students, staff, and faculty. Awareness at Stanford happened at two significant times during its process. The first occurred during the creation of their pioneering program, Stanford Overseas Studies Program, in 1958. The second occurred during the administration of former President Gerhard Casper in 1992. Educational

leaders at Stanford reference the Overseas Studies Program as the program that began Stanford's progression to an external perspective. Dr. Norman Naimark (personal communication, July 18, 2013) described Stanford's process of international in three phases. The first stage during the founding of the university till 1958 is described as "hand to mouth, dependent of this and that or kind of episodic" and that the second stage was the introduction of the Stanford Overseas Program in 1958 till about the 1990s. The third began in the 90s till today. The quote below describes his insights.

The first stage was very hand to mouth and dependent about this and that. Russian exiles who ended up in Hoover Institution, so there was always an international component. After the Second World War, Stanford itself grew enormously. A lot of the people who fought in the Second World War came through San Francisco to go out to the Pacific. So there was a lot of consciousness at Stanford about the Pacific, Japan and China. So this place was never completely isolated place. But I think the second big stage had to do with introducing into our undergraduate program this overseas component. (N. Naimark, personal communication, July 18, 2013)

Dr. John Pearson, director of the Bechtel International Center, related a similar history as Dr. Naimark about Stanford University's internationalization. He believed it happened more naturally than intentional at the beginning. He referenced evidence of its history to make his point.

One of the things that strike me is that some schools and some universities intentionally plan internationalization. Some universities realized it has happened. I think Stanford falls into the latter category. If you look at the history of Stanford, you see at various times in its history, institutes or offices founded that either in that title or in their remit is

international. So whether it was between wars, it was the Hoover Institute for War Peace or Evolution, War and Peace. It was the Food Research Institute which was looking at global food issues. (J. Pearson, personal communication, July 25, 2013)

Dr. Irene Kennedy, executive director of BOSP, also pointed to the overseas studies program as the pioneering program that truly began their outward perspective.

Well, I believe it was a post-World War II feeling that Stanford undergraduates would benefit from a more worldly view. At the time, Stanford was a very regional university, it didn't have the name and reputation it has now. So I think that showed a lot of foresight in developing that. I know the first program I believe was 1958 and it went to Beutelsbach, Germany. (I. Kennedy, personal communication, July 26, 2013)

The second round of awareness of the need for internationalization happened during the presidency of Gerhard Casper. Dr. Naimark described the founding of the Stanford Overseas Studies Program as the second stage of internationalization at Stanford. The subsequent quote introduces what he believed is the third stage of internationalization at Stanford.

So the first is kind of episodic. The second one is kind from 1958 through the 80s, really the 90s. Then I think a number of things happen at once. One of them is that the ambitions of the university. We've had some really good presidents. We still have a great president. His name is John Hennessy. The previous president was Gerhard Casper, who himself was a German. In both cases, they are very interested in making Stanford part of the international educational world/ (N. Naimark, personal communication, July 18, 2013)

Dr. Belinda Byrne gave credit to Casper for being instrumental for Stanford being an international university.

One of the persons that was probably really instrumental in making these opportunities available and also thinking about Stanford as an international university is the past president. His name is Gerhard Casper. He was here for ten years in the 90s and placed a major focus and major investment on this overseas program and an international flavor to Stanford. (B. Byrne, personal communication, July 24, 2013)

Phase two is commitment. This phase involves building commitment to the process of integrating an international dimension into teaching/training, research and service functions. Commitment from senior administration will lead the process but, the real engine of internationalization will be faculty and staff. The ambitions of the university—referred to earlier—include being a world-class institution producing globally-aware leaders. A couple of examples of this commitment can be seen during the pioneering program and during the presidency of Gerhard Casper.

Bob Hamrdla, who had various roles in the overseas studies program, from participant, residential director, assistant director, director and editor of the overseas studies magazine, *Abroad*, also resonated with Dr. Naimark's insights. He described his insights about the leadership qualities of Professor Walker, the Stanford educational champion, whose idea it was to implement the overseas program, he had the confidence and support of President Sterling and that impacted the implementation and support of the program.

The president of the university was for it from the beginning, as the provost. And Walker is a great jawbone. I don't know this but I bet you he was out there every day shaking hands, extracting support and convincing. Strothmann was probably doing the same thing, although I think he was probably a little less, less efficient with that than Walker

was. But clearly those two were the moving spirits on it. (B. Hamrdla, personal communication, July 23, 2013)

In describing, Professor Walker, Dr. Naimark reflected on this type of leadership which is a trait of Stanford.

The leadership tends to honor entrepreneurial stuff, so Walker was able to do what he did, because he had a wonderful president, a man by the name of Wally Sterling, who allowed him to do this. In other words, someone like Hennessy, he provides leadership and direction, but he also allows people to do what they think is interesting and important. (N. Naimark, personal communication, July 18, 2013)

Former President Gerhard Casper's quote embodies the legacy of leadership that both Sterling and Terman left in the culture of Stanford University.

The most important modern president of Stanford, the one who pushed Stanford into 1st rank universities in the world was Sterling. I think Sterling's influence is felt simply in the way Stanford's culture has worked, the entrepreneurship of the faculty, the innovation, the intensity with which the faculty pursues their work. There is nothing relaxed about Stanford in that way. And I think to a very large extent that was of course the doing of Wally Sterling and Fred Terman as Provost, and we have a lot in common with them because we are presiding over their university. (Stanford University, 2005)

The following are examples of commitment for the internationalization process shown during the Casper Administration. These examples also provide information on phases three and four. Phase three is planning. Planning includes developing a comprehensive plan or strategy for internationalization. Phase four is operationalization. Once a plan is developed, the next step is to implement the different aspects of a strategy and create supportive culture.

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Casper appointed the Commission on Undergraduate Education (CUE), whose work took place in 1994. This was the first comprehensive examination of undergraduate study at Stanford in 25 years (Ray, 1999). Many faculty members at Stanford referenced the report prepared by CUE as ushering in a period of more intentional, focused internationalization. Dr. Norman Naimark provided his thoughts on this stage on internationalization at Stanford which began in the 90s.

The previous president was Gerhard Casper, who himself was a German. In both cases [John Hennessy & Gerhard Casper] were very interested in making Stanford part of the international educational world.

Well, I think Casper in some ways started it but many faculty now were into internationalization of the university. People understood that if we wanted to be a world class university, we had to be integrated into the world that you couldn't just be American. So we started doing things routinely like hiring faculty from abroad, routinely getting more students from abroad, routinely sending students abroad and part of it has to do simply with the ambitions of the university, to be a world class university.

It doesn't mean Americans sit here and do research. What it means is that you are part of a whole international infrastructure of research and writing about international

affairs, about science, about computers, about everything. (N. Naimark, personal communication, July 18, 2013)

The Associate Provost and Executive Director of BOSP, Dr. Irene Kennedy, discussed the CUE report and its impact.

The campaign for undergraduate education was a big fundraiser. It was looking for ways to appeal to donors, to enhance undergraduate education, overseas studies became one of the objectives of the campaign, but also with the commitment on our part to increase enrollment. It has happened because it's gone from twenty-eight percent to fifty percent. I think in 2000 was just a beginning awareness of the importance of internationalization, globalization. (I. Kennedy, personal communication, July 26, 2013)

Dr. Elizabeth Bernhardt, director of the language center, credited the CUE report as the point where Stanford began looking outwardly through the process of internationalization.

I would have to say it was the Report of the Commission on Undergraduate Education, the CUE report. It was Gerhard Casper and Condoleezza Rice. They both had very charismatic personalities. They were in the two major leadership positions in the university. They were each speakers of other languages and had lived in other places. So it wasn't this, what I call fake internationalism that has no language component to it. It was a real appreciation of other cultures. (E. Bernhardt, personal communication, July 24, 2013)

Casper's major concern and his strategic thinking for Stanford was not just its internationalization but how to make Stanford into a premier institution, and to do this he suggested it was essential to focus on undergraduate education (Ray, 1999). Casper created the President's Scholar program and Stanford Introductory Studies that reflect that vision (Ray,

1999). Students are chosen upon acceptance and once matriculated received research grants and assistance in developing close ties with senior faculty (Ray, 1999). The Stanford Introductory Studies provides small-group seminars for freshman and sophomores that are designed to encourage mentoring relationships between students and professors (Ray, 1999).

Not only did Casper focus on undergraduate students, he supported initiatives designed to boost graduate education. He launched a campaign to raise a \$200 million endowment for the Stanford Graduate Fellowships Program, which provides unrestricted support for up to 300 graduate students in the natural sciences, the quantitative social sciences and engineering (Ray, 1999). There is also the Asia-Pacific Scholars Program that brings graduate students from the Asia-Pacific region for study in all disciplines (Ray, 1999).

But true to its organizational model Stanford operationalized its internationalization efforts through faculty research. Research is one area that is considered a core strength of Stanford's identity and an important area to support in the process of internationalization. Regarding Stanford's internationalization efforts, the first program that led Stanford's progression outwardly is the undergraduate overseas program, however others at Stanford also point to the research conducted internationally. The following statement by Brendan Walsh, Director of the Office of International Affairs, observed that the research component was one of the institution's drivers towards internationalization.

At Stanford, there's always been a strong focus on international research. It probably started more in the humanities, political sciences and social sciences. If you look at our school of engineering now, we have a lot of faculty who are doing international work. I think in some ways it's a response to the pressures of globalization. There is so much that's happening in different countries in terms of electrical engineering, material science,

other kinds of advances and fundamental research that people have to know what's happening in other parts of the world. I would say, probably now more than anything, the people who are really pushing the boundaries for the university are the faculty.

(B. Walsh, personal communication, July 31, 2013)

Belinda Byrne, the executive director of the Freeman Spogli Institute for International Studies, confirmed the research component also had an effect on Stanford's progression outward.

Well, I think there are two programs. One is student-focused program and one is more of a research focus. I think the overseas program has been around for a long time and I really don't know but I would say that's the foundation of our international presence. So from there, that allowed us to have a kind of presence at different universities around the world and this led to faculty starting to do research and hanging out in different places around the world, specifically Japan, when Japan was really on the rise in the 80s and early 90s. (B. Byrne, personal communication, July 24, 2013)

Phase five is the review phase. This phase includes the assessment and enhancement of quality. It also includes the impact of the initiatives and the progress of strategy. During the Hennessy Administration, the Study of the Undergraduate at Stanford (SUES) Report was prepared. The SUES report was the first comprehensive review of undergraduate education since 1993–1994 Commission on Undergraduate Education (CUE). SUES was asked to examine and make “recommendations for affirming or modifying our current undergraduate academic requirement.” (SUES report, 2012). Specifically, it was asked to reflect on the changes that have overtaken Stanford and the world in the generation since the CUE report and “to articulate an updated set of goals for a Stanford undergraduate education” in light of those transformations. The two questions the SUES focused on were: 1) “What do we want our students to gain from

their time on the Farm?” and 2) “How do we best prepare them for local, national, and global citizenship?” (SUES report, 2012).

Reviews and assessments at Stanford provide the picture of what is needed financially in order for Stanford to create the capacity to innovate. Dr. Belinda Byrne discussed a strategic fund-raiser that focused on receiving funds to support international programs.

So we had a big campaign, it kicked off in 2005 or 2004. It was a big fundraising campaign and one of the focuses was what they called International Initiative. So that was the university-wide focus for fundraising. It was a ton of money to build out the international programs.

So the resources allow you to build the programs but also to recruit people from the outside who have expertise in these things. So to that extent, that’s how money leads to capacity and interest. It is just continuum that starts with getting resources, using the resources to build and using them to recruit experts and then pretty soon you’ve got expertise and you’ve got capacity and you’ve got international interest.

I can tell you that money is really essential to really making that stuff happen. Doing stuff abroad is hugely expensive, you have to have the value and you have to want to invest in it. I mean, we don’t have investment international, but then we wouldn’t be who we are. We wouldn’t be offering these opportunities. That’s given they have a huge endowment. (B. Byrne, personal communication, July 24, 2013)

Fund-raising for the growth for innovation at Stanford also leads into Phase six, reinforcement. The phase of reinforcement develops incentives, recognition and rewards for faculty, staff, and student participation. The following quote by Dr. Norman Naimark confirmed this reality of financial support given to Stanford.

A big chunk of money came from the Bing Family and became the Bing Overseas Studies Program. The money is an important portion of it. I mean these people here Freeman-Spogli [the Freeman-Spogli Institute for International Studies] got some money from Freeman and got some money from Spogli. It is a huge deal to get endowed and Stanford's been helped a lot by the fact that it has a very wealthy alumni who are ready to give back to the university. (N. Naimark, personal communication, July 18, 2013)

Brendan Walsh provided an example of how fund-raising are used as incentives and rewards for faculty and students.

Our president [Hennessy] always talks about moving the cat food. If you want faculty to go a certain place, you move the incentive, move the cat food and they will follow it. So this year we did more generally our first year, we were looking at trying to increase graduate student participation and faculty, and international faculty research. (B. Walsh, personal communication, July 31, 2013)

What does a Transformed Stanford Look Like?

Central to the case study of Stanford University is the definition of institutional change. Eckel, Green, and Hill (1998) state that institutional transformation: "1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time" (p. 3). Through literature review, the researcher developed an analytical framework of institutional change through the process of internationalization. The framework includes an analysis of the organizational structure (Manning, 2013), an index of checkpoints of internationalization (Knight, 1994), and an analysis of the institutional culture.

Stanford as an organized anarchy. The operational model at Stanford University can be best described as an organized anarchy. Some of the characteristics associated with an organized anarchy that describes Stanford is that power is diffused, actions are based on fluid participation, decision-making mode is the garbage can model, and co-workers are perceived as fellow professionals. Emma Goldman (1910) said of anarchy: “Anarchism . . . really stands for the liberation of the human mind from dominion of religion; the liberation of the human body from the dominion of property; the liberation from the shackles and restraint of government. Anarchism stands for a social order based on the free grouping of individuals for the purpose of producing social wealth; and order that will guarantee to every human being free access to the earth and full enjoyment of the necessities of life” (Manning, 2013, p. 68). Rather than the absence of order, anarchies rely on community among human beings for organization (Manning, 2013). In university anarchy each individual in the university is seen as making autonomous decisions (Manning, 2013). “Teachers decide if, when, and what to teach. Students decide if, when, and what to learn. Legislators and donors decide if, when and what to support. Neither coordination . . . nor control . . . [is] practiced” (Cohen & March, 1986, p. 33).

The evidence that Stanford University is an organized anarchy can be seen in the often repeated creed that, each individual in the university is seen as essentially making autonomous decisions. Specifically looking at the process of internationalization, one can see that the university is fully decentralized. There is not an office or a provost-level administrator making decisions for the professors or the university in regards to their internationalization efforts. “The only thing I would say is that in our university we are very decentralized” (B. Byrne, personal communication, July 24, 2013).

Its lots of components to that story [internationalization at Stanford]. I think the other thing that may be of interest to you, is that we are not centralized; we don't have a vice-provost of international affairs. A lot of people have that, someone in central administration who's in charge of international stuff.

Stanford tends to be very decentralized, an institution that values entrepreneurship at various levels. So rather than have somebody at the top, I think they just decided, we want to internationalize, but we don't want this directed from the top. We'd rather have it closer to the individual units, and even closer to the individual departments, and we'll support that, but we don't want to do it through a centralized structure. (N. Naimark, personal communication, July 18, 2013)

There is no chief international officer at Stanford. There is no vice provost of international or whatever you want to call it where all the international kind of various reports to, there never has been. So I think the president and provost, because the provost is a slightly different position at Stanford than I think other schools. He is the chief academic and financial officer. So the kind of initiatives they support, my sense would be that they were just on their merits. (J. Pearson, personal communication, July 25, 2013)

The thing about Stanford is it's extremely decentralized. It's on the far end of the spectrum. I think the key is finding partners. Stanford is really decentralized, you don't get traction. It is hard to get traction if you try to do something on your own, and especially if you are trying to do something innovative. It is a really innovative place, but I think the more people you can carry along with a shared vision, the more successful you are going to be. (B. Walsh, personal communication, July 31, 2013)

Manning (2013) writes that the strength of an organized anarchy is the professional nature of higher education institution and this means that there is a system of checks and balances regarding institutional power and authority. Manning believes organized anarchies are more democratic because the multiple, even conflicting goals, creates more opportunities for disparate points of view to be expressed. Manning believes that higher education organizations, which are organized anarchies, better prepare students for a complex, post-modern world. There are more opportunities for critical thinking and multicultural perspectives taking in organized anarchies (Manning, 2013).

Index of checkpoints of internationalization. Knight (1994) developed a list of checkpoints to assist in the planning and strengthening of internationalization strategies in higher education institutions. Knight (1994) also suggested this list may be used in measuring or evaluating the degree of internationalization achieved. However, Knight (1994) cautioned that these checkpoints not intended to be used as general performance indicators since each institution's process of internationalization varies. Some checkpoints may not be relevant to the particular goals or stage of development of the institution. The list of checkpoints used in this case study is to assist how integrated or widespread internationalization initiatives were through the campus since the pioneering program to today. The data generated were mostly qualitative; however some quantitative data was collected (see Figure 10). The pioneering program, Stanford Overseas Studies Program, began the institution's progression from an inward perspective toward an external perspective. Many of these indicators were identified and provided in previous section of the analysis of the internationalization cycle of Stanford. This section would provide examples not listed or identified in the cycle.

Organizational and administrative support. Having a mission statement that provides direction that resonates with internationalization allowed for Stanford to be successful in their internationalization efforts. Their mission statement is the original since the founding. The following is Stanford's mission statement.

. . .the Nature, Object, and Purposes of the Institution Hereby Founded, to Be: Its nature, that of a university with such seminaries of learning as shall make it of the highest grade, including mechanical institutes, museums, galleries of art, laboratories, and conservatories, together with all things necessary for the study of agriculture in all its branches, and for mechanical training, and the studies and exercises directed to the cultivation and enlargement of the mind: Its object, to qualify its students for personal success, and direct usefulness in life; and its purposes, to promote the public welfare by exercising an influence in behalf of humanity and civilization, teaching the blessings of liberty regulated by law, and inculcating love and reverence for the great principles of government as derived from the inalienable rights of man to life, liberty, and the pursuit of happiness. (Stanford University Webpage, <http://www.stanford.edu/mission.htm>)

While not referred to it here specifically, internationalization was quickly adopted as a tool to be used in achieving its natural mission of creating “seminaries of learning as shall make it of the highest grade.” There is evidence of active support and participation in international programs and approaches since the Stanford Overseas Studies Program in 1958. The administration at that time consisted of former President Wallace Sterling and Provost Fred Terman. After the Sterling-Terman administration, former President Gerhard Casper supported and initiated a strategic internationalization effort. The current President John Hennessy has continued to define, support and lead Stanford's ambition to become a world-class university. Hennessy is an

example of the entrepreneurial culture at Stanford. He has mixed academics and commerce throughout his career. Both Dr. Norman Naimark and Brendan Walsh described the importance of Hennessy's leadership and the Board of Trustees' support that has contributed to the progress of Stanford becoming an internationalized university.

I think I would attribute to Hennessy. He has been president for about thirteen years, but there's been a lot of stability over the past dozen years or so. His vision of internationalization, I think is a very powerful one that's driven a lot by Silicon Valley. In other words the interconnected of the world, the importance of the Internet in international affairs, the role of technology in bringing the world closer together, he has been a powerful force for international in regards to leadership. (N. Naimark, personal communication, July 18, 2013)

I think the president, President Hennessy, is very entrepreneurial. He is very focused on the impact of globalization, not just on Stanford, but on higher education in general. Then our trustees are really focused on that, because a lot of them are very successful, have very successful international careers, and they just know what you can't be an island anymore. You can't just be sending people or just receiving people, on one-off programs. There has to be deep engagement. (B. Walsh, personal communication, July 31, 2013)

The active support of the Board of Trustees can be seen in the creation of Office of International Affairs (OIA) that came out from the recommendation of the Board's Globalization Committee (B. Walsh, N. Naimark, and J. Pearson, personal communication, July, 2013). The Board of Trustees created this committee in order to study what other schools were doing and how they were responding to the pressures of globalization. OIA and the purpose it serves for Stanford is

also an example that relates with the indicators for the checkpoint of *International Development and Technical Assistance*. The subsequent statement from Brendan Walsh goes into more detail about the creation of their office.

In some ways, it came from the trustees. There was a growing sense of frustration among the faculty. And when they needed to do international things, there was no clear place for them to go. There was some support in human resources; there was some support in business services. Just before I got here, they created an Office of Global Business Services and Business Affairs. Even then, the trustees realized this was a growing issue.

And so the current chairman of the board, Steve Denning, created a committee on globalization. So back in 2008-2009, they started a study of what other schools were doing, how they responding to the pressures of globalization and they realized a lot of offices like mine were being stood up in response. But also, there's international travel, safety and security are an issue and dealing with international agreements were an issue. We receive in our office alone almost one thousand visitors a year who are looking to collaborate with Stanford. It is part of our job to find the intellectual match between what we think are good prospects in the Stanford faculty who are doing similar research.

(B. Walsh, personal communication, July 31, 2013)

Dr. Norman Naimark as well confirmed the creation of the OIA to support the international process university-wide.

We've had formal committees meet and talk. There are several committees, there's a committee of the board of trustees, which is called the Globalization Committee of the Board of Trustees. They talk about this all the time. Everybody is talking about how we

can do this better and more efficiently. We did set up an office. It is called the Office of International Affairs, which is university-wide.

The idea of that office is to help the internationalization process and what that means is they've got lawyers attached to them, there are issues with visas, there are problems now with research, contracts abroad and all the kind of technical details of internationalizing I can't do or a regular director of a center can't do. Or even a dean can't do. They do that. It's an office, maybe of five or six people, it's not huge, and it's not a provostial level appointment. It's meant to facilitate the legal and the technical aspects of internationalization. (N. Naimark, personal communication, July 18, 2013)

International students. International students play an important role in the transformation of an institution through internationalization. Stanford admitted its first class of international students at Stanford was in 1891 and they were mostly from Asia. He further described that since the 1960s there has been a growth in students from five or six countries, such as China, Canada, Korea and Japan. In the 1970s there were a significant number of students from Iran and China. It was in the 1980s that Stanford received students from mainland China. According to Dr. Pearson, there have always been students from India and Western Europe. "Last fall in 2012, Stanford had about 3,700 of international students, 550 of those students were undergraduates" (J. Pearson, personal communication, July 25, 2013). The center also works with foreign scholars, their families, and spouses. The following quote describes the president's vision when it comes to international students at Stanford.

If you are intending to be a global university and address global concerns, which I think our current president, John Hennessy is really focused on a great deal, then you have to have a global presence here, not just overseas. So, I think when you look at the number

of international students, they are a third of our graduate population and eight percent of our undergraduate population. I think we are third largest number of J scholars in the country year after year. (J. Pearson, personal communication, July 25, 2013)

According to Stanford Facts for 2013–2014, the total undergraduate student enrollment is about 6,980 students. Of the total number of undergraduates, 8% are foreign students who represent 90 countries. The total graduate student enrollment is about 8,897. Of the total number of graduate students, 33% are foreign. The breakdown of where they come from is as follows: Asia – 57%, Europe – 17%, Americas – 16%, Middle East – 7%, Pacific – 2%, Africa – 1%. Of the total number of undergraduate and graduate students, about 41% of the students enrolled at Stanford are international in the school year 2013–2014. A brief look at faculty at Stanford is as follows: Of the total number of tenured and tenure-track faculty (2,043), 3% are African-American, Asian – 16%, Hispanic – 4%, non-Minority – 74%, and those of mixed race comprise less than 1%, Native American – less than 1%, unidentified/declined – 3%. In addition to its widely diverse student body, the faculty also represents a great deal of diversity.

Participation in international activities. The Bing Overseas Studies Program (B.O.S.P.) shares the overarching educational philosophy that harmonizes with the focus of undergraduate education at Stanford University. The B.O.S.P. experience offers Stanford students learning opportunities that contribute to their growth as global citizens.

In a world that is experiencing growing international dependencies, complexity and conflicts; it has become more important than ever for Stanford undergraduates to gain a much deeper understanding of the world outside of the United States of America.

B.O.S.P. strives to enable as many Stanford undergraduates as possible to learn through courses, research, field studies, seminars and internships overseas about problems and

issues that confront the world and to extend the Stanford undergraduate experience by providing intellectually challenging, profound, and exciting opportunities for study abroad. (SUES report, 2012, p. 71)

Stanford is still working on the goal of making its brand of study abroad an integral part of their undergraduate experiences.

Currently B.O.S.P. is a program that offers Stanford students to study abroad for one quarter (10 weeks); there are options where students can stay longer or conversely participate in a shorter 3-week seminar program. Stanford has created centers overseas, formally known as campuses. B.O.S.P. has eleven centers in Australia, Barcelona, Beijing, Berlin, Cape Town, Florence, Kyoto, Madrid, Moscow, Oxford, Paris, and Santiago. B.O.S.P.'s three-week seminars are offered throughout the year in places such as Bhutan, Switzerland, Tanzania, Mongolia and the Baja California peninsula. Dr. Irene Kennedy, the Associate-Vice Provost and Executive Director for B.O.S.P. described the programs their center provides and their rationale for creating diverse programs such as the seminar programs.

I think that we want to offer a broader range of opportunities. We've traditionally had these center-based programs that are regular, we're on a 10-week quarter, the quarter long programs and we have eleven of those but they are a very expensive way to offer study abroad. There are these amazingly huge infrastructure costs; we essentially are renting space for a whole year. We are hiring staff for a whole year and all the costs of operating a little mini center. So we want the flexibility of being able to open and close programs in response to faculty and student interest. So that is one piece of the puzzle that our current model has some limitations on it. But I think the other piece is that we are discovering that not all students and not all faculty can go abroad for 10 weeks. So

the idea of doing shorter programs, more focused programs would appeal to some of the underrepresented majors, science, technology, and engineering majors is really attractive.

(I. Kennedy, personal communication, July 26, 2013)

According to Naimark's (2007) review of 50 years of the Stanford Overseas Program, he claims on average about thirty-eight percent of Stanford students study abroad at one of their overseas centers and about forty-three percent enroll in one of their centers or seminars. According to the Stanford's facts about their academics, in 2012–2013, 851 students studied abroad ("Stanford facts: Academics," 2014).

B.O.S.P. offers overseas internships, service learning projects as well as student research opportunities. One successful program is their Krupp Internship Program out of their Berlin center (Naimark, 2007). The Krupp Internship Program has been in existence for twenty-five years. An example of their service learning program is their community health program in Oaxaca, Mexico. It provides students with a deep understanding of the social, economic, and cultural factors impacting the health of Mexicans and Mexican immigrants/migrants to the United States ("Study abroad overview," 2014). Stanford also is part of consortia providing students a range of diverse opportunities. An example is their consortium with Columbia University in Kyoto, Japan ("Study abroad overview," 2014). It is designed to put engineering students to work in Japanese companies and research facilities (Naimark, 2007).

The organization of the programs calls for Stanford professors to teach Stanford courses abroad. Students get credit for the courses taken overseas and this does not delay their progression to graduation. Many of the courses taught overseas fulfill general education requirements. The financial cost of the program for students is equal to regular tuition and sometimes financial aid may apply.

Financially, the B.O.S.P. has an endowment of about seventy million dollars. This gift came from donors Helen and Peter Bing. They also received funds during the Campaign on Undergraduate Education under former president Gerhard Casper in 1994. Their budget yearly is estimated at nearly twelve-million dollars (Naimark, 2007). “The donors, Helen and Peter Bing have also provided a special endowment for cultural activities and field trips to our centers abroad” (Naimark, 2007, p.4). Naimark described that “the special enhancements to our programs funded by the Bing cultural endowment add an educational dimension to overseas studies that may well be unique to the Stanford programs” (p. 4). Naimark believes “the long-lasting and multi-dimensional contributions of Helen and Peter Bing to overseas studies at Stanford made it perfectly fitting to rename the program, the Bing Overseas Studies Program (B.O.S.P.), in the fall of 2005” (p. 4). In 2008, B.O.S.P. celebrated their fiftieth-anniversary.

Curriculum

Stanford University has seven schools. Those schools consist of: Business, Earth Sciences*, Education, Engineering, Humanities and Sciences*, Law, and Medicine. Those indicated with an asterisk have an international dimension embedded in their school’s mission statement. In their general courses, there are 41 interdisciplinary programs and over fifty percent of those programs have an international/intercultural perspective. Some examples of those programs are: Chinese classics, Comparative Studies in Race and Ethnicity, East Asian Studies, French and German Studies, Iberian and Latin American Cultures, International Relations, Italian, Japanese Linguistics, and Slavic Languages and Literature.

International development, technical assistance, research and international linkages.

Stanford University is a top research university. Much of the research conducted at Stanford is driving their internationalization efforts. Much of the international development and technical

assistance at Stanford has been created to support faculty and their research. While it began as a teaching program, internationalization at Stanford is catching momentum through research of faculty. Belinda Byrne also explained the organization of FSI and similarly to OIA and its purpose to support faculty.

We have seven schools all the different schools, law, medicine and so forth, but we have an eighth dean and she is called the Dean of Research and basically runs all the big research institutes that are not necessarily under the umbrellas of schools. So our institute, Freeman Spogli Institute, is not part of the school. It is part of Dean of Research. So she is an umbrella. So within her office, she built an office of international affairs (OIA). He facilitates all the negotiations and all the relationships with all the institutions around the world. (B. Byrne, personal communication, July 24, 2013)

A central feature of organized anarchies, according to March (1981), is that “change takes place because most of the time people in an organization do about what they are supposed to do; that is they are intelligently attentive to their environments and their jobs” (p. 564). Much of the focus with international research comes about through Stanford’s participation in world-wide issues versus country specific. “An organization from the perspective of the organized anarchy is a collection of choices looking for problems, issues and feeling looking for problems, issues and feeling looking for decision situations in which they might be aired, solutions looking for issues to which they might be the answer, and decision makers looking for work” (Cohen & March, 1986, p. 81). Brendan Walsh pointed out this focus and how scholars now are becoming more global actors and this perspective shift is trickling down to the students’ awareness of global issues.

Maybe like 10, 15 years ago, it was internationalizing the campus then internationalizing the curriculum. Then, three, five year ago, the focus was on globalization, how is globalization acting upon universities. I think now people are starting to realize more we're global actors. So it's not this passive process of globalization, changing your institution, it is just we are global actors, we have faculty doing international research. There are students coming from all over the world. We have students whose primary interests, biggest concerns are like food security and global health. This is a huge change in students' awareness of global issues. (B. Walsh, personal communication, July 31, 2013)

Belinda Byrne echoed the same concepts of faculty research and how the focus has concentrated in having an international focus.

I think the core is faculty interest. If you have faculty interest, that's your building block. That's your first building block is faculty interest and expertise. So you then look at our comparative strengths, they can either be regional or functional or even multi-disciplinary, but to really focus on what strengths you have and build from there. So if you have people that intersect on a number of levels, that's our cadre of experts internationally. Round it out and then you sell your story and how we are going to solve the world's problem in this way, this approach. (B. Byrne, personal communication, July 24, 2013)

Dr. Norman Naimark also commented on the problem-oriented view of how research is currently done at Stanford, which has been a result of the internationalization of their institution.

The last dozen years or so in Stanford history has been a very interesting one and where people are thinking about hands-on world problems. It's very problem-oriented focus on

the part of many of the institutions in the university, lots of money has come into this. It means that researchers who have ideas about the development and alleviation of poverty and the interconnectedness of poorer communities in the world and have the ability to go out and do that. And our students do too. We have a lot of research money for students and then students are then encouraged to develop these things. (N. Naimark, personal communication, July 18, 2013)

Foreign language study. Stanford's Language Center (SLC) is a result of the recommendations provided from the CUE report. The SLC opened in 1995, putting in the new language requirement into effect. Those new requirements were that students can satisfy their language by either completing three quarters of a first-year language course or the equivalent at another institution, score a 4 or 5 on the Advanced Placement test in a language, achieving a satisfactory score on the SAT II Subject Tests (620–30 in most cases), or placing out of the requirement or reducing the number of quarters required by achieving a satisfactory score on a diagnostic test in a particular language (SUES report, 2012). The following quote describes in detail the vision the CUE committee had when it comes to language requirement and acquisition at Stanford.

The committee argued that high school language experience alone was insufficient preparation for Stanford undergraduates. The Senate therefore legislated a strengthened language requirement; permitting one year of university-level language study to count toward the fulfillment of the requirement and in some cases Advanced Placement scores. The Stanford Senate also acknowledged that in order to insure that Stanford offers access to the highest quality language programs in the United States, new structures needed to

be established to monitor and assess language teaching and student performances within the language departments. (“History of language center,” 2013)

The SLC center approach is based on three key elements: professional development, assessment, and technology. The languages taught at the SLC are African and Middle Eastern Language, Arabic, Basque and Catalan, Chinese, English for Foreign Students, French, German, Hebrew, Italian, Japanese, Korean, Portuguese, Slavic, Special Languages, Spanish, and Tibetan. The mission statement of the SLC reflects the overall ambition of the university and its vision for Stanford students.

Language programs at Stanford University prepare students to have a foreign language capability that enhances their academic program and enables them to live, work, study, and research in a different country. Stanford students need to be able to initiate interactions with persons from other cultures but also to engage with them on issues of mutual concern. (“Stanford Language Center: Annual Report,” 2012)

The Stanford Language Center was one of the elements of transformation that occurred during Casper’s administration. The creation of the language center is quite unique comparing to how most universities across the nation provide for second language acquisition. According to Dr. Elizabeth Bernhardt, the languages were all in separate departments and there was no central leadership. Her quote describes more in detail the organizational structure of the languages and how it has transformed today.

There was a desire on the part of the entire university to have all students have language that they could use in order to go out into the world to do field work, live, work, study, and research. So that language, the perception was that language belonged to the campus, it didn’t just belong to five or six literature departments. Everything was new.

I've been here 18 years. We're the largest enrolled program at this university. We have more than 2,000 students a quarter taking language. (E. Bernhardt, personal communication July 24, 2013)

At the beginning, there was resistance to the organizational change of how languages would be taught and where languages would be housed. Resistance is common when transformation is trying to evolve, especially in the process of internationalization, and over time Stanford was able to bring on board those who resisted at the beginning. Dr. Irene Kennedy mentioned this resistance to the language center.

The only group I am aware of that ever hesitated were the foreign language programs because they saw it as competing for enrollment. That was the only group. Everyone else was very much on board, all the academic programs were on board.

Although I would say in the last three years, through a really concerted effort on our part [BOSP] to bring them along, we started to be able to demonstrate to them the advantages of it. Part of why that happened is that Stanford was undergoing its accreditation through the Western Association of Schools and College. One aspect that Stanford chose to focus on was the language acquisition. So there was a lot of work done in the actual pre and post-testing of students that demonstrated that learning the language in the local environment had major benefits. I think what the language center started to see was that it encouraged people to continue with the language here. (I. Kennedy, personal communication, July 26, 2013)

External Partnerships and Cooperation

Data collected provided an example of professional organizations or non-governmental organizations involved with international activities at Stanford. Deeper investigation into this

checkpoint would yield more examples of external partnership and cooperation. The following are a list of international centers and programs at Stanford. They are centers where more examples of international linkages and external partnerships can be found. The centers and programs are: Europe Center, Center on Food Security and the Environment, Center for International Security and Cooperation, Center for Health Policy and Center for Primary Care and Outcomes Research, Center on Democracy, Development & Rule of Law, Shorenstein Asia-Pacific Research Center, Program on Energy and Sustainable Development, Rural Education Program, Stanford U Program in International and Cross-Cultural Engagement, Inter-University Center for Japanese Language Studies, Ford Dorsey Program in International Policy Studies, Center for Innovation in Global Health, and Stanford U Center at Peking University. All these centers and programs are housed in the Freeman Spogli Institute for International Studies (FSI).

The following is the description of FSI on their website:

FSI is Stanford University's primary center for rigorous and innovative research on major international issues and challenges. FSI builds on Stanford's impressive intellectual strengths and exacting academic standards through interdisciplinary research conducted by its university-wide faculty, researchers, and visiting scholars ("FSI," <http://fsi.stanford.edu/>).

The Rural Education Action Program (REAP) is an example at Stanford that embodies the international development in research, international linkages with international organizations and the spirit of collaboration to become part of the solutions to global issues and challenges.

The following provides a description of REAP:

The Rural Education Action Program is an impact evaluation organization that aims to inform sound education, health and nutrition policy in China. REAP's goal is to help

students from vulnerable communities in China enhance their human capital and overcome obstacles to education so they can escape poverty and better contribute to China's developing economy. REAP's research focus on three key areas: Health, Nutrition and Education, Keeping Kids in School, and Technology and Human Capital. ("REAP," <http://reap.stanford.edu/>)

Belinda Byrne of the Freeman Spogli Institute provides this example of REAP to show the multi-dimensional and multi-disciplinary projects that are part of Stanford's international initiatives.

I can give you a really good example. It's called the Rural Education Action Program. You can see the multi-disciplinary nature of this. One economist can gather a whole bunch of people around. It's really possible to do at Stanford because they are right here, right across the street. A lot of global problems, especially of developing countries, for example rural poverty, are multi-dimensional and it necessitates having lots of different disciplines to talk about it. So international problems need a multi-dimensional, multi-disciplinary approach and that goes with the way Stanford operates, a close-knit community. (B. Byrne, July 24, 2013)

Institutional Services and Extra-Curricular Activities

Stanford has a number of international services and extra-curricular activities that support internationalization. The data collected provided some information about the indicators of this checkpoint, however, a deeper look would provide more results. Some examples are Stanford's six cultural centers: Asian American Activities Center, Black Community Services Center, El Centro Chicano, LGBT Community Resource Center, Native American Cultural Center, Women's Center, Markaz (Muslim World). There are 625 organized student groups, 44 of those groups are recognized religious organization. On campus there is the Haas Center for Public

Service, and in residential education there are ethnic theme houses and language and culture houses.

Bechtel International Center is an organization that officially opened in 1957. The purpose of the center was to assist with the settlement and orientation for international students. The center became a program office as well as an advising office. The creation of the center was through the work of community volunteers, some faculty and a donor Steven Bechtel. The first foreign student advisor position was created in the late 1940s. All students are welcomed to use the services of the center although its name focuses on international students.

Dr. John Pearson of the Bechtel International Center believes that the process of internationalization happened naturally and the creation of offices and programs along the way was a sign of the institution evolving and creating support systems as they needed.

You have a place like Bechtel International Center, and then you have the Institute for International Studies, looking at the whole research area. You have the Areas Studies programs and you have the Global Health program in the medical school and now there is the Office of International Affairs which is looking at faculty research. When you pull all those together, it is an international university which it wasn't planned that way.

(J. Pearson, personal communication, July 25, 2013)

Institutional Culture

Each institution has its own particular culture, although it is shaped by the broader academic culture (Eckel et al., 1999). Institutional culture determines what is important, what is acceptable, and how business gets done at a particular campus (Eckel et al., 1999). Culture is shaped by commonly held beliefs, values, and underlying assumptions (Schein, 1992). Culture both acts on and is acted upon in a change process. For institutions to make progress on a

change initiative they must operate as Eckel et al. (1999) describe it, “paradoxically.” In other words, change initiatives must change the university’s culture in ways that are congruent with its culture (Eckel et al., 1999). Change strategies must not violate an institution’s cultural norms and standards. At the end, they may appear illegitimate, inappropriate and they will be ineffective. Stanford was able to transform through internationalization in ways that were congruent with its culture.

Culture can be described as the invisible glue that holds institutions together by providing a common foundation and a shared interpretation and understanding of events and actions (Eckel et al., 1999). Common ingredients of institutional culture are institution-wide patterns of perceiving, thinking, and feelings; shared understanding; collective assumptions; and common interpretive frameworks (Kuh & Whitt 1988; Schein 1992). The different layers of institutional culture consist of the organization’s artifacts, then the espoused values, and at the inner core of the organizations are the underlying assumptions (Schein, 1992). Artifacts can be described as the visible products, activities, and processes that form the landscape of the institutional culture. Espoused values are the articulated beliefs about what is “good,” what “works,” and what is “right.” At the inner core of the institutional culture are the underlying assumptions. These are the deepest ingrained assumptions that have become rarely questioned, taken-for-granted beliefs (Eckel et al., 1999). The success in making change “stick” is determined by the match between the proposed change, internationalization, and the institution’s underlying assumptions.

Artifacts	<ul style="list-style-type: none"> • Website • Clark Center • Stanford Language Center • Structure of the University (proximity of schools) • Wealthy Alumni Donors • Prestige of Faculty Members
Espoused Values	<ul style="list-style-type: none"> • World-Class University • Quality breeds Quality • Standard of Excellence
Underlying Assumptions	<ul style="list-style-type: none"> • Huge endowment enables them to be a world-class university • Recruit high-caliber faculty to lead innovation

Figure 8. Institutional Culture at Stanford

Institutional Change

Central to the case study of Stanford University is the definition of institutional change. Eckel, Green, and Hill (1998) state that institutional transformation: “1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time” (p. 3).

	Alters the culture	Deep & pervasive	Intentional	Occurs over Time
Stanford University	<p>YES</p> <p><i>Internationalization matches Stanford's underlying assumptions</i></p>	<p>YES</p> <p><i>Internationalization checkpoints Index</i></p>	<p>YES</p> <p><i>With reservations</i></p>	<p>YES</p> <p><i>Began in 1958, strategically in 1992</i></p>

Figure 9. Stanford University's Institutional Change Chart

Internationalization Checkpoints	Indicators	Results
<i>Organizational and Administrative Support</i>	<ul style="list-style-type: none"> ✓ Acknowledgement of international dimension in mission statement ✓ Active support and participation of President and senior administration ✓ Development and use of an organizational strategy or plan for internationalization across the institution ✓ Use of communication channels for information exchange and advocacy ✓ Provision for internationalization activities in institution fundraising efforts ✓ Critical mass of faculty and staff to plan and implement internationalization activities ✓ Expressed support from Board of Trustees ✓ An organizational culture which values, supports and promotes internationalization 	<ul style="list-style-type: none"> • “behalf of humanity and civilizations” • Former presidents support (Sterling, Casper) & current (Hennessy) • CUE report & SUES report • website / Stanford Magazine • Private Donors/ Strong Alumni Support • Dean of Research / Teaching • Globalization Committee – Steve Denning • Organized anarchy – quote from J. Pearson
<i>International Students</i>	<ul style="list-style-type: none"> ✓ Number of international students & scholars on campus ✓ Percentage of total student enrolment that this number represents ✓ Enrollment target for international students as percentages of total student enrolment (5–10% suggested) 	<ul style="list-style-type: none"> • 2,043 faculty total – 26% non-minority (2013–2014) • 6,980 UG total – 8% foreign countries (90) • 8,897 G total – 33% foreign countries • 41% of total students enrolled – international
<i>Participation in International Activities</i>	<ul style="list-style-type: none"> ✓ Active use of and support for operation of work/study abroad services or center on campus ✓ Internships or placement with international agencies ✓ Study abroad academic programs ✓ Student exchange programs 	<ul style="list-style-type: none"> • B.O.S.P. – 11 International Centers • Average 44% participation (In 2000, 22%. In 2010–11, almost 50%)
<i>Curriculum</i>	<ul style="list-style-type: none"> ✓ Integration of international activities (research, developments projects, training, institutional linkages ✓ Number of different schools/departments which have courses dealing with specific international or comparative topics ✓ Total number of courses addressing subjects from international or comparative perspective ✓ Number of programs which are especially designed for international content or overseas placement 	<ul style="list-style-type: none"> • B.O.S.P. – faculty uses centers overseas • 7 schools – Business, Earth Sciences*, Education, Engineering, Humanities & Sciences*, Law, Medicine • 41 Interdisciplinary programs – over 50% have an international focus • Chinese classics, Comparative studies in Race & Ethnicity, East Asian Studies, French, German studies, Iberian & Latin American Cultures, International Relations, Italian, Japanese Linguistics, Slavic Lang. & Lit <p>(*indicate an international dimension in their school’s mission)</p>

Internationalization Checkpoints	Indicators	Results
<i>International Development & Technical Assistance</i>	<ul style="list-style-type: none"> ✓ Number of projects which involved students in field work overseas ✓ Number of faculty/staff involved in international development projects overseas ✓ Number of different academic departments or administrative units involved in international development activities 	<ul style="list-style-type: none"> • B.O.S.P. – has students and faculty involved in their centers • FSI – has international research for both students/faculty • Decentralized – all data not located in one place, if data has been collected (OIA) • OIA
<i>Research</i>	<ul style="list-style-type: none"> ✓ Number of international research contracts or projects ✓ Number of international partners involved in research initiatives ✓ Number of students involved in international research ✓ Number of faculty/staff in international research projects 	<ul style="list-style-type: none"> • 18 independent laboratories, centers and institutes accounting for 10% of Stanford’s research involving 300 faculty and 800 students • Dean of Research
<i>International Linkages</i>	<ul style="list-style-type: none"> ✓ Number of schools/departments involved in linkages ✓ Number of agreements which involve student exchange, joint research publications, joint conferences 	<p style="text-align: center;">International Centers & Programs</p> <p>Europe Center, Center on Food Security & the Environment, Center for International Security & Cooperation, Center for Health Policy & Center for Primary Care & Outcomes Research, Center on Democracy, Development & Rule of Law, Shorenstein Asia-Pacific Research Center, Program on Energy & Sustainable Development, Rural Education Program -Stanford U Program in Int’l & Cross-Cultural Engagement, Inter-University Center for Japanese Language studies, Ford Dorsey Program in Int’l Policy Studies, Center for Innovation in Global Health, Stanford U Center at Peking University</p>
<i>Foreign Language Study</i>	<ul style="list-style-type: none"> ✓ Number of foreign languages taught ✓ Foreign language requirements 	<ul style="list-style-type: none"> • Language Center • Languages belong to the University • Largest student enrolled program • Arabic, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, ESL, African & Middle Eastern Languages, special languages • Language Requirement
<i>External Partnerships & Cooperation</i>	<ul style="list-style-type: none"> ✓ Number of local community groups or schools involved with international initiatives on or off campus ✓ Number of professional organizations or other non-governmental organizations involved with international activities on or off campus 	<ul style="list-style-type: none"> • R.E.A.P. • Bechtel International Center

Internationalization Checkpoints	Indicators	Results
<i>Institutional Services & Extra-Curricular Activities</i>	<ul style="list-style-type: none"> ✓ Number of active international/ethnic student clubs or associations on campus ✓ Number of campus-wide events such as lectures, fairs, workshops, cultural events targeted for students and/or faculty ✓ Evidence of an international perspective or understanding of issues in the university/college and student newspapers 	<p>6 cultural centers: Asian American Activities Center, Black Community Services Center, El Centro Chicano, LGBT Community Resource Center, Native American Cultural Center, Women’s Center, Markaz (Muslim World)</p> <p>625 organized student groups: 44 recognized religious organizations, Haas Center for Public Service, Residential Education: Ethnic theme houses, and language & culture houses</p>

Figure 10. Stanford’s Internationalization Checkpoints List

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MANUSCRIPT 2

THE GLOBALIZATION OF HIGHER EDUCATION: THE CASE OF
KALAMAZOO COLLEGE

Introduction

Kalamazoo College (K College) is located in Kalamazoo, Michigan and is one of the oldest institutions in the United States. Kalamazoo is a mid-size city located near Lake Michigan and about 140 miles from both Detroit and Chicago. K College was founded in 1833 as private liberal arts college, which currently enrolls about 1450 students and employs about 100 full-time faculty members. The highest degree offered is a bachelor's. The current president is Eileen Wilson-Oyelaran who has been in office since 2005, the past nine years. Their endowment as of 2012–2013 is \$169,495,896.

Why K College?

K College has been recognized nationally and internationally for its high participation rates in the study abroad program. According to its Center for International Programs Office, study abroad participation ranges from 80–85%. The study abroad program at K College is uniquely integrated into the curriculum and all students who attend K College have the opportunity to study abroad. The mobility of students and knowledge through study abroad is an important part of the internationalization process and K College has provided an exemplary model for further study and investigation. This process is defined as a transformation from an

inward focus to an outward focus through the process of internationalization developed over time, in various stages and is still progressing today.

The process of internationalization varies among institutions with many unique factors and contexts that may affect the progress and process. This study looks for institutional-wide change which occurs over time and is intentional. Creating a new study abroad program wasn't a strategic move at the beginning, but more of an experiment. It began with the vision of a wealthy, influential Board of Trustees member, Dr. Richard Light. This experiment became integrated with academic programs and a new schedule which was labeled the K Plan which became nationally known. K College brought this about through shared vision, dedication of faculty administrators and trustees, collaboration between units, and committed leaders on all levels. Today, K College is at a point in history where it seeks to brand its academic offering while retaining an intentional and strategic vision.

What is the Internationalization Process?

This case study focused on the process of internationalization at K College. Knight (1993) introduced an evolutionary or process-oriented view of internationalization. The operational definition of internationalization is the following:

Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education. (Knight, 1994, p. 3)

Knight argues that there are various approaches to internationalization. There is the process approach, activity approach, competency, and organizational approach. Both the process and

organizational approach are used in this study. The process approach frames internationalization as a process which integrates an international dimension or perspective into the major functions of the institutions. Terms such as infuse, integrate, permeate, incorporate are used to characterize the process approach. A wide range of activities, policies and procedures is part of this process (Knight, 1994). The organizational approach is closely linked with the process approach and both approaches can be seen in this case study. The organizational approach focuses on developing an ethos or culture in the university or college that values and supports intercultural and international perspectives and initiatives (Knight, 1994).

A number of elements has been identified which play an important role in the internationalization process. These elements may be called key ingredients, mechanism, facilitators, barriers, factors or steps. Two types of elements of internationalization are academic activities and services and organizational factors. Knight (1994) makes a point to separate the two elements because of the importance of each and the importance of an organization's commitment to internationalization.

Differentiating between academic and organizational factors is essential. Even if there are an increasing number of academic activities taking place, if they are not underpinned by a permanent organizational commitment and structure, they may die when proponents leave the institution. Internationalization must be entrenched in the culture, policy, planning and organizational processes of the institution so that it is not treated as, nor does it become, a passing fad. By only focusing on the academic or program activities one can overlook the process issues, which are important, to ensure that the different activities reinforce each other, that they become central to the mission of the institution

and that strength lies in the whole being greater than the sum of the parts, especially for impact, benefit, and leverage. (Knight, 1994, p. 5)

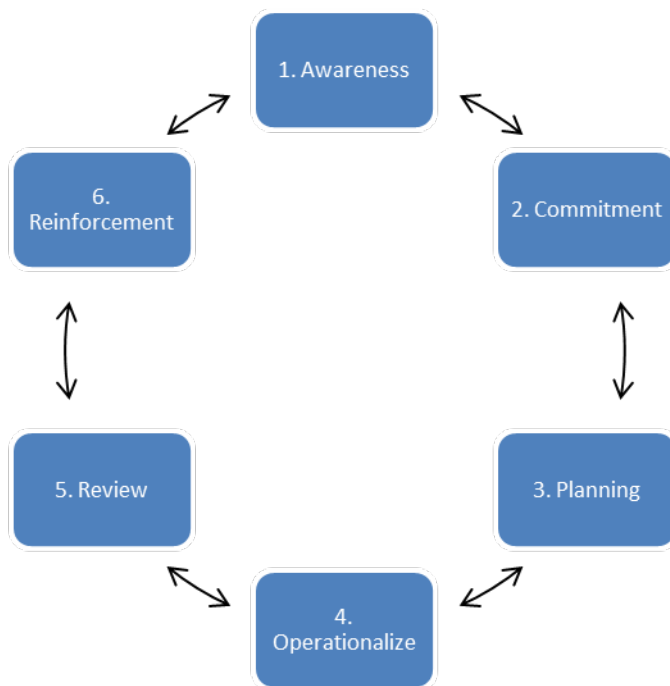
The following is a chart displaying the academic activities and services as well as the organizational factors observed in the internationalization process (see Figure 3).

Dimension	Major Indicators
Academic activities & services	<ul style="list-style-type: none"> • Curriculum • Work/Study Abroad • International Students • Faculty/Staff Exchange & Mobility • Foreign Language Study • International Development Initiatives • Institutional Cooperation Agreements • Research with an International Dimension • Area Studies/Theme Center • Cross-cultural Training • Extra-Curricular Activities & Institutional Services
Organizational factors	<ul style="list-style-type: none"> • Expressed commitment by President & Senior Administration • Interest & Involvement of Faculty & Staff • Adequate Funding Allocation • International Office • Expressed Support by Board of Trustees • Communication Channels • Experienced Personnel • External Linkages • Policy Statements • Annual Planning, Budget & Review Process • Decentralized/Centralized Approach • Interdisciplinary Cooperation

Figure 3. Knight's (1994) List of Academic Activities and Services and Organizational Factors

K College's commitment to internationalization was evolved as a series of steps, which were interconnected and flexible. The process was conceptualized as a cycle. Knight (1994)

developed the concept of an internationalization cycle in a graphic format. The internationalization cycle (Knight, 1994) has six phases an institution can move through the cycle at its own pace. Visually the cycle expresses a sequence; however, it is essential to point out that the two-way flow may occur between different steps.



1. Awareness of need, purpose and benefits of internationalization for students, staff, faculty, and society
2. Commitment by senior administration, board of trustees, faculty and staff, and students
3. Planning identify needs and resources; purpose and objectives; priorities; strategies
4. Operationalize academic activities and services, organizational factors, and use guiding principles
5. Review assess and enhance quality and impact of initiatives and progress of strategy
6. Reinforcement develops incentives, recognition and rewards for faculty, staff and student participation

Figure 2. Internationalization Cycle by Knight (1994)

What was K College's Internationalization Cycle?

Phase one is awareness. This phase involves creating awareness of the importance and benefit of internationalization for the institution. Awareness at K College began with their pioneering program in study abroad. Current educational leaders interviewed last summer

reflected and confirmed the beginning of the study abroad program and how it came to be at K College.

They realized what students needed to transform their world view. The thing is, they felt that study abroad for all was a major piece of this, luckily at that point, this was the home and still is, the historic home of Upjohn Pharmaceuticals, which has been bought and rebought several times and is now Pfizer, it's still a drug company. Upjohn was a Kalamazoo family. So Dr. Richard Light, who was a contemporary of these people who designed this visionary K Plan, endowed the study abroad program so that any student could go. (J. Solberg, personal communication, August 20, 2013)

Foreign studies started very accidentally here. Richard Light, who was this influential trustee with deep pockets went to Europe with his family and thought it was so great. He thought all of Kalamazoo College students should be able to do it too. He gave money to support it. So that was just random. And it happened to coincide with this other year-round thing [K Plan]. (A. Duweke, personal communication, August 23, 2013)

Study abroad became ubiquitous for our students. There was almost an expectation that students would study abroad. There was the creation of the K Plan, which happened about 50 years ago and the format of the K Plan was that one quarter, typically in the junior year, a student would go and study abroad. You would go on your career development internship quarter and so it was tightly tied to the calendar and it became an expectation for all students. (M. McDonald, personal communication, August 19, 2013)

Awareness is a critical first step; however, it isn't enough. Awareness must turn into commitment.

Phase two is commitment. This phase involves the demonstrated commitment of senior leaders to the College to the process of integrating an international dimension into teaching/training, research, and service functions. Knight (1994) believes that additional funds would assist the internationalization efforts, but a great deal depends on attitude and commitment and eventually recognition and reward. Commitment from senior administration is needed to lead the process; the true force and implementation of internationalization are from faculty and staff. Commitment at K College for internationalization happened at the moment of the pioneering program, what was called then the Foreign Studies Program; it happened somewhat simultaneously during the creation of the K Plan.

Dr. Richard Light, chairman of the Board of Trustees at K College, spent the summer in France with his family in 1956 studying French and its culture (Barrett, 1989; Brockington, 2004; J. Fugate, personal communication, August 19, 2013). Inspired and encouraged by the experience, he approached President Weimer Hicks and Dean Laurence Barrett about the possibility of establishing a study abroad program for the students at K College (Barrett, 1989). Dean Barrett wrote a proposal to the S. R. Light Trust Fund, established by Dr. Light's father, requesting a grant for the next five years to establish the development of study abroad opportunities for K College students (Barrett, 1989; Francis, 2008; J. Brockington, personal communication, August 22, 2013). These serendipitous events, the generosity of its trustee and the perceived need to differentiate the institution from others just like it, propelled the small campus in a new direction, which required new organizational approaches.

Phases three and four are discussed together. Phase three is the planning for an institution to identify the needs and resources; the purpose and objectives and the priorities and

strategies for internationalization. Phase four is the phase to operationalize internationalization through academic activities and services, organizational factors and the use of guiding principles.

The proposal was made by Dr. Light and was approved by the Board of Trustees to provide foreign study opportunities for students at K College. The administration and Dr. Light began the process of selecting international sites and the design of the study abroad curricula (Barrett, 1989; Brockington, 2004; J. Fugate, personal communication, August 19, 2013). The first group of K College students went abroad in the summer of 1958 before the K Plan was adopted. The K Plan was designed to improve productivity of the campus by scheduling longer school years and could be helpful to the foreign study activity. The first foreign study group was such a success that faculty and administration decided to include it in the curriculum in 1962, which became known as the K Plan's foreign study component (Barrett, 1989; J. Brockington, personal communication, August 22, 2013; J. Fugate, personal communication, August 19, 2013). In 1962, the K Plan, the year-round academic curriculum, included a comprehensive study abroad program. As part of the plan, juniors would go abroad during the fall/winter quarters. That year, the S.R. Light Trust Fund was permanently vested to the College. These funds were earmarked to offset the institutional costs of the study abroad program to allow the opportunity for all academically qualified students to participate (J. Brockington, personal communication, August 22, 2013; Brockington, 2004.; J. Fugate, personal communication, August 19, 2013; Barrett, 1989). About 80 juniors went to Germany, France, Ecuador, Sierra Leone, Turkey, and England in 1962. After the return of the first group of the fall/winter study abroad program, Walter Cronkite, then a national anchor for CBS News, interviewed seven of those students about their experience on the "Calendar" program of the K Plan and its

international component (Barrett, 1989). There was another option, for qualified students to go abroad their sophomore year during the spring quarter (many athletes took this option).

Phases five and six are discussed together. Phase five is review. This phase includes the assessment, enhancement of quality, impact of initiatives and progress of strategy. The data collected provided information about the calendar change, not specifics on the actual review of the K Plan and its components over the years; however, K College went through a period of review and assessment in order to change the calendar in the 1990s.

After the mid-1990s, K College changed its academic calendar disconnecting the K Plan from the quarter system. The identity of the K Plan came into a crisis because K College wanted to find a more effective way to integrate off-campus experience and on-campus academic learning (Barrett, 1989). One motive for the calendar change is expressed with the following statement. “The K Plan calendar changed in the mid-90s, because students were saying, look, we need to work in the summer to earn money to pay for our tuition. College was getting more and more expensive” (A. Duweke, personal communication, August 23, 2013). Another motive for the calendar change was for more integration with the on-campus experience with the off-campus experience. A professor at K College commented on the calendar change and the K Plan. “We really needed to have more integration, sort of curricular integration. One thing that happened was the calendar change” (K. Cunningham, personal communication, August 21, 2013). Another faculty member, Dr. Jan Solberg, resonated with Dr. Cunningham’s statement of more effective integration with the K Plan, specifically with the study abroad component.

Nobody has found the perfect magic bullet for integrating the study abroad experience and the on-campus experience and that’s part of the problem. There is no easy answer, if there were somebody would have found it long ago and it might have been we. The

problem is that people have different experiences abroad and they process them in different ways. So students come back and you hear again and again, not just here but everywhere, I had all these great experiences and nobody wants to hear about them. That's just a common refrain, anywhere you go, when you talk about study abroad.

(J. Solberg, personal communication, August 20, 2013)

Another very important element in the transformation of K College in 2002 was their invitation to participate in the ACE Internationalization Laboratory which coincided a time of review and assessment of their College's international education. As Knight (1994) mentioned, there are two-way flows that will occur between stages. This period of review had the College flow back into the phase of awareness of the College's realistic assessment of their internationalization progress.

During the years of 2002–2004, the institution's strategic process of internationalization was affected by the confluence of events taking place at K College including the College completing the North Central Accreditation Review, strategic planning getting underway, an on-going International Council had begun considering international education outcomes during 2002–2003, and the previously mentioned invitation from the American Council of Education (ACE) to President Jones for K College to join the ACE Internationalization Laboratory in 2002 (Brockington, 2004). These events resulted in a new awareness that while the institution was a leader in sending students abroad, broader internationalization efforts were needed (Brockington, 2004). The following statements from Associate Provost for International Programs, Dr. Brockington (2004), highlighted this concern.

Kalamazoo College no can longer claim to be internationalized solely on the basis of our participation rate in our study abroad programs. Although we remain at the top of

national rankings in terms of percent of graduates who have participated in the program and although our graduates continue to tell us that their experience abroad is one of, if not the most formative experience of their undergraduate education at the College, both the literature and practice of international education stress that an experience abroad is only one factor in comprehensive campus internationalization.

Over the past forty years, the faculty at “K” have become very skilled at “teaching around” the students’ study abroad experience. However, for international education continue to become successful and valued, we must not only expand the number of these “frame” courses, thus refine the model of teaching around the time abroad, but also invent new educational models that allow us to teach “through” and “with” study abroad. Moreover, to ensure that we have extended the benefit of international education to every student and faculty member at the College, international education and internationalization needs to be extended to every corner of the campus and into all parts of academic and campus life. (Brockington, 2004)

The renewed commitment and new planning for internationalization efforts began in April of 2003, when President Jones accepted the invitation for K College to be part of the ACE Internationalization Laboratory and the process was put in place in September of that same year. In its initial phase, the ACE Internationalization Laboratory would involve up to six institutions engaged in finding new ways to integrate international learning throughout the undergraduate experience (Brockington, 2004). The laboratory is an outgrowth of ACE’s ongoing internationalization collaborative, which included 45 member institutions of all types that have made serious commitment to internationalization (“ACE”, 2013). The aim of the internationalization laboratory is to help participating institutions assess their progress towards

their goals of internationalization and to help them make further progress through their engagement with ACE.

K College created the Campus Leadership Team to undertake this project of comprehensive internationalization review (J. Brockington, personal communication, August 22, 2013). The following statement describes how this team was formed initially.

At one point in the early 2000s, we convened an international council, so we did bring all of the folks who deal with international, the languages, the various area studies groups, you know everybody together in international council, once a quarter, and we just talked about issues of the day. From that group morphed then the ACE Laboratory Team.

(J. Brockington, personal communication, August 22, 2013)

The focus of the Campus Leadership Team for K College is to achieve internationalization based on the following definition: ACE's definition of internationalization is the "process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution" (Knight, 1994). The following statement by Dr. Cunningham is her reflection on how the ACE laboratory team was a good avenue to begin the conversation about internationalization at K College.

So ACE was a nice mechanism because they had a lot of kind of good practices, but I think what we did is again, taking this real participatory approach, so our team, our internationalization team, was about 16 people that was from all across the college. It included some faculty, some student development folks, some career development folks, service learning, it included across campus. That started to have those conversations again, like, what would this look like at Kalamazoo College? We were very insistent that

this isn't just taking some template. (K. Cunningham, personal communication, August 21, 2013)

Dr. Jan Solberg also reflected on her participation of the ACE laboratory team and the importance of having the conversation to internationalize is strength.

So part of the fact that we continue to talk about this stuff is actually not necessarily a sign of weakness, but is rather a sign of strength. That's one of the reasons we're strong is that we say we're not where we should be and we're not good enough, there's more we can do. Let's talk about this again. What else can we do? Somebody goes to a conference, somebody goes to another school, somebody talks to a colleague, somebody just wakes up in the middle of the night with a good idea, we try to share those.

(J. Solberg, personal communication, August 20, 2013)

The team had three phases to complete the ACE laboratory (J. Brockington, personal communication, August 22, 2013). The first phase was to assemble information on the international activities, programs, and policies of the College. The second phase was on the basis of the information acquired to assess the current state of comprehensive internationalization at K College. The third phase was on the basis of the assessment and collaboration with the divisions, departments, committees, and the on-going strategic planning process in order to put together a report that will help the College to more fully achieve comprehensive internationalization.

The team had various tasks to perform in order to be able to create a strategic action plan to achieve the recommendations found in the report (J. Brockington & M. Wiedenhoef, personal communication, August 22, 2013). Some of those tasks were to develop possible learning objectives for international education at K College and to develop what a fully internationalized

K College would look like. Also, another task was a review of K College in the areas of the articulated commitment, environment for internationalization, strategy, structures, policies, and practices, curriculum, co-curriculum, experiential, international opportunities, engagement with institutions in other countries, and campus culture (Brockington, 2004). The following is the team's internationalization review goal:

The goal of comprehensive, transformational internationalization at Kalamazoo College is to place international education at the center of the Kalamazoo College experience.

This means that the development of knowledge about international and global dynamics as well as the intercultural skills and attitudes necessary for engaged and responsible citizenship in today's world will be incorporated into all aspects of our curriculum and experiential education programs. This international/intercultural focus will also be clearly evident in our residential life, in our faculty development and reward structures, in our admissions strategies, and in our relationships with alumni, parents, and friends of the College. ("Internationalization Review Goal", 2003)

Once the tasks were completed, the former President Jones who supported the ACE internationalization left K College. A switch of leadership can make implementation of the internationalization action plan much more challenging or at least delay it. It would be up to the new leadership to decide to pick up the recommendations for their strategic plan and vision for the College. A professor who was on the ACE Internationalization Laboratory team reflected back to his experience on the team and the results that came from it.

I remember it was a good group of colleagues and some interesting questions and we generated a lot of ideas. I have to say that my recollection is there was never a follow-up

report written and there was never any clear, putting into practice the ideas I think we generated.

So I thought, it was one of those things that happens a lot at a university and it is kind of useful exercises, interesting and then you go on to do the next thing. I guess my sense is, was there anything lasting that came out of that? Gosh, there might have been a couple of small things. (J. Dugas, personal communication, August 21, 2013)

Dr. Cunningham somewhat resonated the same sentiments as Dr. Dugas; however, the change she highlighted at K College is the language they use currently. “I think they’re still not like complete, but we don’t even talk about internationalization anymore, that was kind of an initiative, and now we talk about integration a lot” (K. Cunningham, personal communication, August 21, 2013).

In 2005, a new President was named. She is Dr. Eileen Wilson-Oyelaran, an educational scholar and leader with experience working in other cultures and her academic focus is on the intersection between culture and learning, particularly on building culturally inclusive classrooms that provide an equal opportunity for all students to learn (“Allowing others”, 2005). Dr. McDonald expressed one of the reasons he believed Dr. Wilson-Oyelaran decided to be president at K College.

I think one of the reasons, Eileen, our president was attracted to Kalamazoo was its international focus as well. She was born in Los Angeles, went to school at Pomona, and to graduate school but then her first job was in Nigeria. Her husband is Nigerian and he came to school in the U.S. She was hired by the premier university in Nigeria, basically founded the program there. (M. McDonald, personal communication, August 19, 2013)

Dr. Wilson-Oyelaran entered in her first academic position at the University of Ife in Nigeria. She was in Nigeria for 14 years teaching in the department of education and psychology. Dr. Wilson-Oyelaran expressed the importance of this experience in her leadership position. “I took away from my experience at Ife a recognition of the importance of ensuring that academic experience that we offer in American colleges and universities is broad and inclusive” (“Allowing others,” 2005).

President Wilson-Oyelaran picked up the recommendations from the ACE Internationalization Laboratory and incorporated internationalization into the strategic plan. This begins K College’s operationalization of the plan for their internationalization efforts. Currently, K College is engaged in this phase with two-way flows between phases five and six. The following statement by Dr. Brockington confirms her commitment to the internationalization of K College.

We had no sooner turned out the report, and then everybody said, well, the president said he was leaving. So that put a little hiatus into trying to translate the recommendation into an action plan. But it was picked up by the new president, Eileen Wilson-Oyelaran, with her strategic planning and her distinctiveness initiative. (J. Brockington, personal communication, August 22, 2013)

Elements from the recommendations of the ACE Internationalization Laboratory Campus Leadership team are in the outcomes in the current strategic plan. From the 2007 strategic plan, the international/intercultural recommendations are the following:

“Objective A. 2.3 Enact changes to comprehensively internationalize the campus”

Numerous initiatives to internationalize the campus were proposed by the Internationalization Campus Leadership Team in their January 2005 document. Some

examples of possible initiatives may include the hiring of more international faculty or the re-introduction of language houses as options within residence life. The CKCF endorses careful consideration of these proposals to determine and implement those recommendations that will enable a comprehensively internationalized campus.

(J. Brockington, e-mail communication, January 2, 2014)

What does a Transformed K College Look Like?

Central to the case study of K College is the definition of institutional change. Eckel, Green, & Hill (1998) state that institutional transformation: “1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) is deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time” (p. 3). Through literature review, the researcher developed an analytical framework of institutional change through the process of internationalization. The framework includes an analysis of the organizational structure (Manning, 2013), an index of checkpoints of internationalization (Knight, 1994), and an analysis of the institutional culture.

K College as a collegium. K College is identified as a collegium in their organization structure. Some of the characteristics associated with a collegium that also describes K College can be seen in that their decision-making mode is based on participative decision making, their actions are based on consensus and discussion, and the leadership style assumes a “first among equals” mode. K College perceives their co-workers as colleagues.

The collegium is most often associated with governance by the faculty. According to Manning (2013), higher education organizations cannot be understood without knowledge of collegium, faculty, and their unique culture. The metaphor of a circle mostly aptly describes the spirit of collaboration at the heart of the collegial perspective. Characteristics of peer review,

faculty control of the curriculum and academic freedom describes the K College collegium. The example of how the innovative, nationally-recognized K Plan at K College evolved provides an example of the complexity of the collegial organization model.

Dr. Richard U. Light, the U standing for Upjohn, the family who owned Upjohn Pharmaceutical Company, which is today known as Pfizer, was the chairman of the Board of Trustees for Kalamazoo College from 1953–1973. Dr. Light, along with President Weimer Hicks and Dean Laurence Barrett, played an instrumental role in the implementation of the K Plan (Barrett, 1989; Stauffer, 2005). Dr. Light was a business man who wanted to see businesslike management of resources at the college (Barrett, 1989; Stauffer, 2005). According to Barrett (1989), Dr. Light read an article by Grayson Kirk, then President of Columbia University in *The Saturday Evening Post* of March 26, 1960. The title “College Shouldn’t Take Four Years” expressed the theme of the article. Barrett (1989) summarized how that article had an influence on Dr. Light and on the future of Kalamazoo College in the following statement.

The nearly ubiquitous college and university calendar, he argued, with its long summer vacation, was a long since obsolete vestige of an agricultural society. And it was ridiculously expensive; no sane business man would expect to survive if he ran his plant only two thirds of the year. What American education needed, Kirk said, was to operate on a full year calendar of three trimesters. Acceleration would increase the productivity of higher education by one-third. Only if the colleges did accelerate, he suggested, could they expect support from businessmen and private donors. (Barrett, 1989, p. 5)

Impressed by the article, Dr. Light led a dialogue among the Trustees and senior administrators, to explore the potential of a trimester operation (Barrett, 1989). Academic Dean at the time, Barrett (1989) believed that the curriculum and the academic calendar was the territory of the

faculty and the final decision should be made by the faculty, a position with which President Hicks agreed (Barrett, 1989).

Dean Barrett created the Educational Policies Committee and would work with the committee, who were compensated over the summer, toward a plan for full-year operation (Barrett, 1989). Strategically Dean Barrett (1989) appointed members to the committee whose integrity and judgment everyone trusted, which included nay-sayers as well. Dean Barrett appointed Ray Hightower chairman of the committee. According to Barrett, Hightower was a master diplomat (Barrett, 1989).

Ray Hightower was a masterful chairman. He husbanded our time like a genial schoolmaster and, even when we disagreed, maintained an atmosphere of good humor and a respect for the Queensbury rules. Almost without exception, they were troubled at first—everyone’s life would obviously be changed by what we were planning—but once they had been listened to and their questions answered, they understood what we were about and approved. (Barrett, 1989, p. 6)

The committee approved the K Plan, which called for a full-year operation with a quarter-system consisting of four eleven-week terms. As part of the K Plan, the committee also included four additional components 1) redefining on-campus instruction, 2) career service internships, 3) foreign study, and 4) the senior individualized project (Barrett, 1989). The portion of the K Plan that received widespread national attention was the foreign study component. The K Plan has evolved somewhat since the implementation of the curriculum; the original goals and objectives have been consistent since its inception. The following summary provided by Stauffer (2009) highlights the components of the K Plan and the various motives for approval.

Indeed, the components we usually associate with the plan—career service, foreign study, and the senior individualized project—were at least in part developed to make this calendar work by providing meaningful off-campus experiences during the new fall, winter, or spring quarters, depending on one’s class, with sophomores and juniors on campus during the summer quarters. While the impetus for the new plan came primarily from board chair Light, who sought both efficiency of operation and the educational benefits of foreign study, and from President Hicks’ desire for a fresh, distinctive way to promote the college, the overall nature and rationale of the plan were developed by Barrett and the educational policies committee working and lobbying fellow faculty through the summer of 1960. (Stauffer, 2009, p. 3)

Current faculty members, Dr. Paul Sotherland and Dr. Anne Duweke, reflect how they remember the K Plan coming into existence, which resembles Stauffer’s statement above.

Part of it was a member of the board of trustees, Richard Light wanted the college to be more efficient and developing semesters to quarters and make better use of the physical plant. I think part of the reasoning was . . . how do we get students off campus? It wasn’t necessarily some grand educational scheme that would transform the college. (P. Sotherland, personal communication, August 19, 2013)

The trustees wanted the college to run year round, they thought it would be more efficient and the faculty was like, if we’re going to do that, it has to be academically, grounded in academics. So there was a pretty visionary provost at the time who did some work with other faculty. They looked around other higher education programs and they pulled from what they thought were really great programs at different places. (A. Duweke, personal communication, August 23, 2013)

Regardless of the various motives for implementation of the K Plan, the K Plan became nationally known and gave K College the distinctiveness it sought. It employed the kind of leadership that has been described as: “less to command than to listen, less to lead than to gather expert judgments, less to manage than to facilitate, less to order than to persuade and negotiate” (Baldrige et al., 1978, p. 45). The evidence presented even to this day by K College highlights the collegium process and its principle of “first among equals.”

Index of checkpoints for internationalization. Knight (1994) developed a list of checkpoints to assist in the planning and strengthening of internationalization strategies in higher education institutions. Knight (1994) also suggested that this list may be used in measuring or evaluating the degree of internationalization achieved. However, Knight (1994) cautioned that these checkpoints are not intended to be used as general performance indicators since each institution’s process of internationalization varies. Some checkpoints may not be relevant to the particular goals or stage of development of the institution. The list of checkpoints is used in this case study in the analysis of how integrated or widespread internationalization initiatives are today and how those initiatives have been absorbed into the institutional culture. The data generated were mostly qualitative; however, some quantitative data was collected (see Figure 13). The finding from this analysis is that the pioneering initiative, Foreign Studies Program, began the institution’s progression from an inward perspective toward an external perspective. Data collected reflects the institution’s pioneering program till today. Many of these indicators were identified and provided in previous section of the analysis of the internationalization cycle of K College. This section would provide examples not listed or identified in the cycle.

Organizational and administrative support. Organizational and administrative support can allow or limit the implementation of the internationalization process. At K College, there is

the acknowledgement of an international dimension in their mission statement and the still on-going process of internationalization at K College is aligned with the direction and mission of the College. The following is K College's mission statement: "The mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world" ("Introduction & Mission," <http://www.kzoo.edu/college/>).

At K College, there is expressed commitment from the current President and senior administration. The new President's adoption of the recommendations developed from the College's participation in the ACE Internationalization Laboratory to be implemented in their strategic plan. The College uses various channels of communication to promote the College's internationalization efforts. The Center for International Programs is the principal avenue for all things international at K College. The students have their own publication called "Passages" to highlight, to express, and to promote their study abroad experiences. The website at K College is also an important avenue for communication of their internationalization efforts. Data collected didn't provide any information on fundraising activities specifically geared towards the College's internationalization efforts or expressed support from the Board of Trustees. K College's organizational culture has a noticeably strong study abroad ethos, which appears to be flexible enough to adapt to the environment and grow as they become more internationalized. The following statements provide an idea of the culture surrounding study abroad at K College.

But still there's this sense, kind of almost an expectation that you're going to do that [study abroad] and advisors hopefully would ask not whether you're going abroad but where you're going. Not are you doing an internship, but where are you doing it.

There's that kind of expectation. (P. Sotherland, personal communication, August 19, 2013)

This was the status quo when they came in. They weren't so invested in transforming the identity of the college. So they may not be pushing study abroad for a very long time here, but the ethos or default question that you'd ask people was not are you going to study abroad, but where are you going. (J. Solberg, personal communication, August 20, 2013)

International students. International students can be a valuable resource in the internationalization of the campus. The strongest evidence of transformation would be found in the increase of their international student population. Dr. Wilson-Oyelaran is committed to the diversity of their student population. Dr. Wilson-Oyelaran set out to increase and diversify K College's international student and domestic of color student population. The focus would be on the increase of the international student population which supports the College's internationalization efforts. The Provost for Academic Affairs, Dr. Michael McDonald, also pointed out the President's initiative to recruit more international students to internationalize their campus.

Secondly, until about six years ago, we also didn't recruit international students. So we sent all of our students abroad, but we had less than one percent of our student body that were international students. We've made a deliberate shift there, probably, six, seven years ago we hired the new admission dean and we're now a good eight plus percent four-year, degree-seeking international students. (M. McDonald, personal communication, August 19, 2013)

The Dean of Admissions, Eric Stabb, confirmed the importance President Wilson-Oyelaran has placed on diversifying the student body.

When I was hired to be the Dean of Admission, the president, Eileen, said I want more international students, I want not necessarily in this order, I want more international students, I want more students from outside the state of Michigan, and I want more domestic students of color to come in. (E. Staab, personal communication, August 23, 2013)

Dr. John Dugas confirmed the College's efforts to increase their international student population.

So there's also the college's concerted effort to diversify the student body, not only by bringing in international degree-seeking students, but also trying to recruit more students of color. (J. Dugas, personal communication, August 21, 2013)

Dr. Kiran Cunningham reflected as well on the increase of international students at K College, which she pointed out is needed if the College truly wants to be an internationalized institution.

How can we consider ourselves an international institution if we don't have any international students? So this new president, well she's not new now, but when she came, starting a little before her became a big focus. So now, yes, we have a significant chunk of international students who are four-year students, not just the one-year exchange students. (K. Cunningham, personal communication, August 21, 2013)

Eric Staab also pointed out the strength of K College has been the study abroad program, but when it comes to international students coming to K College to study, that is an area for improvement. "Kalamazoo has a very long track record and history of being internationalized, back to 1958, but it had done very little to do the other side of bringing international students here" (E. Staab, personal communication, August 23, 2013).

In the fall 2013, K College will have 132 international students registered to attend classes. The total number of students enrolled at K College is about 1,450; that is about 9 percent of students enrolled at K College are international students. Knight (1994) recommends a target for international students as percentage of total student enrolment to be between 5–10 percent.

Participation in international activities, international development and technical assistance, research, and international linkages. Knight (1993) suggests creating an office or position as a catalyst for institutional change in favor of internationalization of the total institution. At K College, there is a Center for International Programs. This section describes the role they play in the College's transformation through participation in international activities, international development, technical assistance, research, and international linkages.

The Foreign Study Office changed into what is known today as the Center for International Programs (CIP). Dr. Joseph Brockington is the current director of CIP and the Associate Provost for International Programs. According to Brockington (personal communication, August 22, 2013), currently 80–85 percent of Kalamazoo graduates study abroad in approximately 42 programs on 6 continents. Over the years, the directors of the study abroad program have stayed true to the original goal that students should be exposed to academically different, but challenging experiences while finding opportunities to achieve cultural integration (J. Brockington & M. Wiedenhoft, personal communication, August 22, 2013). In 2013, CIP assessed a review of the top three regions that K College sends students. Those are Europe (55%), Latin America (17%), and Asia (16%). Also, they determined that during 2011–2013, the study abroad participation rates by major were as follows: Languages

(96%), Interdisciplinary (89%), Humanities (86%), Fine Arts (84%), Social Science (77%), and Natural Science/Math (65%).

As Dr. Brockington (personal communication, August 22, 2013) described the study abroad program at K College, he emphasized that it is integral, intentional, and integrative compared to other programs across the United States. It is integral because since 1962, study abroad (now called intercultural engagement) has been an integral component of the K Plan. It is one of the three hallmark experiential learning opportunities during the time of a K College student. Study abroad is available for all students who attend K College and it is the same fees as the same number of units taken on campus, living in the residence, and eating on campus. Some students may qualify for subsidized airfare depending on their financial need. The culture at K College for study abroad isn't if you are going abroad but where and for how long. Since the study abroad component is built into the curriculum, courses and majors are arranged so that student of all majors can participate.

Dr. Brockington (personal communication, August, 22, 2013) also described the study abroad program at K College as intentional. The program has set learning outcomes. The following are the outcomes: "1) understand, through study and experience, the cultures of several parts of the world, 2) be sensitive to and respectful of personal and cultural differences, 3) engage with global issues and cultural diversity, 4) be proficient in at least one second language and display cultural competence in a variety of contexts, and 5) act effectively and responsibly as citizens, both locally and globally, and thereby enhance intercultural understanding" ("Education abroad," 2013). Currently there are programs in 25 countries on six continents, and the CIP administration and faculty assist students to find programs that fit their academic interests and learning styles. The programs range from highly experiential to very

traditional classroom language and culture. The programs may last from one quarter to an academic year.

Lastly, Dr. Brockington (personal communication, August 22, 2013) described the study abroad program at K College as integrative. The goal for the program is intercultural in nature and to assist student to learn how to be truly engaged in the local culture, using the local language, working with local people, and employing local means and methods in an acceptable manner (“Education abroad,” 2013). An example of a research project that describes their integral, intentional, and integrative approach is the Integrative Cultural Research Project. The following section describes the project.

Most of the long-term study abroad programs have an Integrative Cultural Research Project (ICRP). The primary goal of the ICRP is “the more effective integration of students into the local culture and the development of an ability to appreciate the values around which local people organize their daily tasks, thereby facilitating the switch in perspective from ‘they do things this way . . . we do things that way’ to ‘it makes sense to do things this way’” (“Education Abroad,” 2013). Other goals of the ICRP are to improve target language, increase understanding of the local culture, provide first-hand experience with daily life in the host culture, provide opportunities for interaction with locals, and gave opportunities to apply skills and knowledge to a real-life situation in the host culture (“Education abroad,” 2013). The ICRP is an opportunity to practice analytical and problem-solving skills known as “global competence” (“Education abroad”, 2013).

Dr. Brockington described K College as “highly unusual in that for more than 50 years, K College has invested tens of millions in support of student programs abroad” (Brockington, “The world as our campus”). Dr. Brockington emphasized that over the last decade, K College has

been able to move from what Waechter (2003) described as the first stage of internationalization--the movement of people--to the second stage which is the establishment of a central office which is CIP, to Jane Knight's (2004) definition of internationalization as the infusing of an international perspective into the teaching, research, and service functions of the institution. The CIP plays an important role in K College's comprehensive internationalization efforts.

The Center for International Programs (CIP) is fully committed to support all things international at K College (J. Brockington & M. Wiedenhoeft, personal communication, August 22, 2013). The CIP is the center for the study abroad programs and by default is where the faculty and administration look for guidance and leadership for the internationalization process at K College (J. Brockington & M. Wiedenhoeft, personal communication, August 22, 2013). The mission of the CIP reflects their purpose and position at K College.

In support of the Kalamazoo College mission 'the mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world', the Center for International Programs provides experiential opportunities in international education through study abroad, university partner exchange programs, and services for international students and scholars in collaboration with our international partners. In addition, the Center also oversees the domestic Study Away opportunities available to Kalamazoo College students. As a leader in education abroad, the Center also advocates for international experiential education in local, regional, national, and international forums. ("Our mission", 2012)

The identified strengths above will continue to assist K College progress in their process of internationalization; however, Dr. Brockington highlighted some challenges that must be

addressed in order to be more comprehensively internationalized (J. Brockington, personal communication, August 22, 2013).

According to the CIP (“Excerpt from CIP”, 2012, February), they have identified some challenges that limit their momentum in the process of internationalization. There is a desire for more discussion among faculty and high-level administration of the institution’s goals and strategy for comprehensive internationalization. In regards to new faculty and new administrators joining the K College community, Dr. Brockington and J. Fugate share from their point of view the disconnect that lies between the new faculty and the culture.

A third thing, which is the generational difference, lies I think with some of our newer faculty. They did not experience sort of the history that Joe [2nd study abroad director in the history of their program] has brought out, and maybe because of their own background, or what they’ve done in their discipline, or they may just not get it. It is just harder for the new folks to come in to understand [K College’s culture when it comes to study abroad and the identity it has created for the institution]. As an institution, we do a poor job of socializing new faculty, new administrators to the history of the institution. (J. Brockington, personal communication, August 22, 2013).

Now, this is a matter of perspective. Yes, we have a K Plan, but it is not the K Plan. The K Plan as it was originally conceived was clearly part of the whole calendar. And that is what almost everybody of my generation thinks. That is not what a lot of young people think. We have tremendous number of people who have been here less than 10 years. So they don’t know anything about this stuff that was going on in the 1950s and 1960s.

(J. Fugate, personal communication, August 19, 2013).

Among the need for discussion with more faculty and high-level administrators is a need for clarity about who or what campus office and/or individuals would be responsible for comprehensive internationalization at K College. Although, K College has a central office, Center for International Programs, there is no certain, clear office or individuals that are the champion for internationalization at the institution. Currently, CIP is involved in all campus conversations regarding international/intercultural issues and comprehensive internationalization. The insights made by Dr. Brockington highlight the reality of the limitations of CIP. “Part of our problem is we are not, although we are an academic unit, we report to the provost. We really don’t have any influence over the faculty, except through cajoling and money” (J. Brockington, personal communication, August 22, 2013). Dr. Jan Solberg also confirmed the collegium characteristic of K College in their flat, circular structure and are above all characterized by their lack of hierarchical structure (Manning, 2013). The fact is that the commitment of the faculty is needed to promote internationalization efforts at any institution.

The president supports internationalization and so does the provost. But in general, top down initiatives don’t work anywhere near as well in grass roots things. I think if your faculty doesn’t buy into this, you are going to have a hell of a time. I think that’s why the original K Plan works so well here, as I understand it. It was a group of visionary faculty members. Now some of them had administrative status. But I think even those came out of the faculty were still close to the faculty. (J. Solberg, personal communication, August 20, 2013)

Dr. Brockington (personal communication, August 22, 2013) mentioned as well that there is no standing committee solely concerned with internationalization and the Experiential Education Committee takes up internationalization issues from time to time when necessary.

Dr. Brockington (personal communication, August 22, 2013) described the international activities on and off campus as decentralized and may not necessarily be coordinated with the various offices and departments outside the CIP. He also added that there is a high number of faculty who are interested in the internationalization efforts at K College and do what they can to support the efforts.

As many institutions across the United States, K College desires and needs more resource allocation for its comprehensive internationalization. Currently, funding for these activities comes from various different places (Brockington, 2004). For example, under the umbrella of the Center for International Programs (CIP), the budget provides funding for the education abroad, ACE internationalization laboratory, faculty study abroad grants, student projects abroad, international student/scholar orientation, visiting one-year exchange students, and stipends for international students as foreign language teaching assistants (Brockington, 2004).

Under the umbrella of the Provost's Office, the budget is responsible for the international/intercultural dimension in the curriculum, specifically 1st and 2nd Year Seminars and faculty development for international activity (Brockington, 2004).

Under the Admissions/Financial Aid Office, they provide scholarships and financial aid packages for degree seeking international students and under the Arcus Center for Social Justice Leadership, provide funding for student and faculty international social justice projects (Brockington, 2004).

Curriculum. Curriculum is considered the backbone of internationalization according to Knight (1994). This may include courses and majors in various international fields as well as courses that have an international and/or intercultural focus and dimension. K College has been a leader in innovative curriculum. In 1962, the K Plan, the year-round academic curriculum

included a comprehensive study abroad program. The K Plan consists of liberal arts and science courses, international engagement, which includes study abroad opportunities, learning through experience, which may include service learning and internships, and a senior individualized project.

For all students, a seminar called Shared Passages was created to enhance integration of on-campus and off-campus learning (“Shared passages,” 2013). Some examples of majors/minors/concentrations offered at K College that have an international focus or dimension are: Community and Global Health, East Asian Studies, French & German Studies, International and Area Studies, Japanese, Jewish Studies, Spanish and Literature, International Business and Economics, and African Studies.

Foreign language study. At K College, a second language requirement is part of the curriculum. The languages offered at K College are: Japanese, Chinese, Spanish, French, Kiswahili, German, Latin, and Greek. K College has an inter-institutional enrolment policy with West Michigan. This agreement allows students to have more options in studying other languages that K College does not offer.

External Partnerships and Cooperation

The Arcus Center for Social Justice Leadership is a new initiative of Kalamazoo College “to support the pursuit of human rights and social justice by developing emerging leaders and sustaining existing leaders in the field of human rights and social justice, creating a pivotal role for liberal arts education in engendering a more just world” (“Arcus center”, 2014). K College received a \$23 million grant to endow the work of the Arcus Center for Social Justice Leadership in January of 2012. The grant was made by the Arcus Foundation. The foundation will support various activities including: student scholarships, two endowed professorships, student

internships, leadership development programming, faculty and staff fellowships, public lectures and conferences, local and global partnerships and residencies for social justice scholars and practitioners (“Arcus center,” 2014). There are various past projects that the Arcus Center has funded that have an international dimension. For example, the Asian Pacific Islander Student Association attended the Midwest Asian American Student Union Conference to educate themselves about Asian American culture and issues. Other examples include senior individualized projects. One of the past projects focused on body image perception in Kenyan women; another project conducted research on the role of NGOs and missionary groups in alleviating poverty in Haiti.

The founder of the Arcus Center is Jon Stryker. The following quote by Dr. Jan Solberg mentioned the beginning of the Arcus Center and how it has impacted K College.

Our Stryker Center for Social Justice Leadership, another local wealthy family of philanthropists that has done so much for this college, we are so grateful to them, is the Stryker family. Jon Stryker is a philanthropist who has three very disparate causes that he is very involved in, endangered species, architectural preservation and social justice. He has endowed us for a couple of years and a new, brand new center for social justice leadership. This is probably one of the biggest things we talk about now, for very good reason. We’ve already had a prize for global justice where people from around the world submitted proposals for neat things that they wanted to have funded. The finalist came to campus, made presentations; this was a big deal. They’re going to be organizing conferences, bringing faculty members to campus. In some ways that has eclipsed every other initiative on campus. (J. Solberg, personal communication, August 20, 2013)

In 2013 the Arcus Center announced the Global Prize for Collaborative Leadership. Those interested had to submit an 8–10 minute video addressing a social injustice and how the project would take a fresh approach in addressing the issue with a structure of collaborative leadership. The winner of last year was the Dalia Association of Palestine who won \$25,000. Their association is a Palestinian-led community foundation dedicated to civil society development, accountability and self-determination through awarding local grants and eliminating reliance on international aid (“Arcus center,” 2014). Other winners included the Language Partners based out of Illinois that is a prisoner-created and bilingual educational program that develops language, leadership, and job skills post incarceration in collaboration with the University of Illinois at Urbana-Champaign (“Arcus center,” 2014). The following quote by the President of K College, Dr. Wilson-Oyelaran expressed the opportunities such a foundation can offer to K College students and the community.

The prize competition provides an unparalleled leadership development opportunity for K students and faculty, the Greater Kalamazoo community and for frontline social justice scholars, activists, and leaders everywhere. For every seemingly intractable social justice problem, there is a collaborative leadership solution to address it. Through this prize competition, we will welcome the world to our campus to showcase some of these solutions (“Arcus center,” 2014).

Institutional Services and Extracurricular Activities

An office which has shown visible efforts to internationalize is the Office of Student Involvement (J. Brockington & M. Wiedenhoeft, personal communication, August 22, 2013). They have concentrated their efforts to internationalize student programming in residence halls by featuring other countries and cultures. There is also a number of student organizations that

represent students from other cultures and regions of the world. For example, K College has the Asian Cinematography, Caribbean Society, International Culinary Excursion, International Student Organization, K Desi, Kalama-Africa, Latin Student Organization, and Young Persian Organization (“Office of Student Involvement,” 2014).

In addition to the student organizations created to support and promote other cultures represented on campus, the College created some services to support the international students attending K College. They have created the positions of International Advisor, International Program Assistant, and International Peer Mentor.

Institutional Culture

Each institution has its own particular culture, although it is shaped by the broader academic culture (Eckel et al., 1999). Institutional culture determines what is important, what is acceptable, and how business gets done at a particular campus (Eckel et al., 1999). Culture is shaped by commonly held beliefs, values, and underlying assumptions (Schein 1992). Culture both acts on and is acted upon in a change process. Institutions to make progress on a change initiative must operate as Eckel et al. (1999) describes it “paradoxically.” In other words, a change initiative must change culture in ways that are congruent with its culture (Eckel et al., 1999). Change strategies must not violate an institution’s cultural norms and standards. At the end, they may appear illegitimate, inappropriate and they will be ineffective. K College was able to transform through internationalization in ways that were congruent with its culture.

Culture can be described as the invisible glue that holds institutions together by providing a common foundation and a shared interpretation and understanding of events and actions (Eckel et al., 1999). Common ingredients of institutional culture are institution-wide patterns of perceiving, thinking, and feelings; shared understanding; collective assumptions; and common

interpretive frameworks (Kuh & Whitt, 1988; Schein, 1992). The different layers of institutional culture consist of the organization’s artifacts, then the espoused values, and at the inner core of the organizations are the underlying assumptions (Schein, 1992). Artifacts can be described as the visible products, activities, and processes that form the landscape of the institutional culture. Espoused values are the articulated beliefs about what is “good,” what “works,” and what is “right.” At the inner core of the institutional culture are the underlying assumptions. These are the deepest ingrained assumptions that have become rarely questioned, taken-for-granted beliefs (Eckel et al., 1999). The success in making change “stick” is determined by the match between the proposed change, internationalization, and the institution’s underlying assumptions.

Artifacts	<ul style="list-style-type: none"> • Website • Student Publication “Passages”
Espoused Values	<ul style="list-style-type: none"> • “The world as our Campus: • “Revitalizing a Fellowship in Learning”
Underlying Assumptions	<ul style="list-style-type: none"> • Study abroad part of K College’s identity • Internationalization belongs to CIP • K College desire to be distinctive, searching for a college saga

Figure 11. Institutional Culture at K College

Institutional Change

Central to the case study of K College is the definition of institutional change. Eckel, Green, and Hill (1998) state that institutional transformation: “1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) is deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time” (p. 3).

	Alters the culture	Deep & pervasive	Intentional	Occurs over Time
<i>Kalamazoo College</i>	<i>YES Internationalization matches K College's underlying assumptions</i>	<i>YES Internationalization checkpoints Index</i>	<i>YES With reservations</i>	<i>YES Began in 1958, strategically in 2002</i>

Figure 12. K College's Institutional Change Chart

Internationalization Checkpoints	Indicators	Results
<i>Organizational and Administrative Support</i>	<ul style="list-style-type: none"> ✓ Acknowledgement of international dimension in mission statement ✓ Active support and participation of President and senior administration ✓ Development and use of an organizational strategy or plan for internationalization across the institution ✓ Use of communication channels for information exchange and advocacy ✓ Provision for internationalization activities in institution fundraising efforts ✓ Critical mass of faculty and staff to plan and implement internationalization activities ✓ Expressed support from Board of Trustees ✓ An organizational culture which values, supports and promotes internationalization 	<ul style="list-style-type: none"> • “complex world” • Support from former presidents (Hicks & Dean Barrett; Jones) & current president • Developed recommendations for strategic plan from ACE participation • Website, student publication “Passages”, CIP, president town meetings • Data collected didn’t provide specifics on fundraising • Whole college supports study abroad • Data collected didn’t provide info on support from Board of Trustees • Strong ethos – study abroad
<i>International Students</i>	<ul style="list-style-type: none"> ✓ Number of international students & scholars on campus ✓ Percentage of total student enrolment that this number represents ✓ Enrolment target for international students as percentages of total student enrolment (5-10% suggested) 	<ul style="list-style-type: none"> • 132 international students 2013–2014 school year • Total enrolment- 1450 / 9% (international)
<i>Participation in International Activities</i>	<ul style="list-style-type: none"> ✓ Active use of and support for operation of work/study abroad services or center on campus ✓ Internships or placement with international agencies ✓ Study abroad academic programs ✓ Student exchange programs 	<ul style="list-style-type: none"> • Center for International Programs

Internationalization Checkpoints	Indicators	Results
<i>Curriculum</i>	<ul style="list-style-type: none"> ✓ Integration of international activities (research, developments projects, training, institutional linkages) ✓ Number of different schools/departments which have courses dealing with specific international or comparative topics ✓ Total number of courses addressing subjects from international or comparative perspective ✓ Number of programs which are especially designed for international content or overseas placement 	<ul style="list-style-type: none"> • K Plan: liberal arts & sciences, learning through experience, international engagement, senior individualized project • Example of major/minor/concentration: Community & Global Health, East Asian Studies, French & German studies, International & Area studies, Japanese, Jewish Studies, Spanish & Literature, International Business & Economics, African Studies • Shared Passages
<i>International Development & Technical Assistance</i>	<ul style="list-style-type: none"> ✓ Number of projects which involved students in field work overseas ✓ Number of faculty/staff involved in international development projects overseas ✓ Number of different academic departments or administrative units involved in international development activities 	<ul style="list-style-type: none"> • Center for International Programs
<i>Research</i>	<ul style="list-style-type: none"> ✓ Number of international research contracts or projects ✓ Number of international partners involved in research initiatives ✓ Number of students involved in international research ✓ Number of faculty/staff in international research projects 	<ul style="list-style-type: none"> • Center for International Programs: faculty study abroad grants offered • University Partner Exchange • Data collected provides limited information
<i>International Linkages</i>	<ul style="list-style-type: none"> ✓ Number of schools/departments involved in linkages ✓ Number of agreements which involve student exchange, joint research publications, joint conferences 	<ul style="list-style-type: none"> • Center for International Programs

Internationalization Checkpoints	Indicators	Results
<i>Foreign Language Study</i>	<ul style="list-style-type: none"> ✓ Number of foreign languages taught ✓ Foreign language requirements 	<ul style="list-style-type: none"> • Language requirement • Inter-institutional enrollment policy with West Michigan for language studies • Japanese, Chinese, Spanish, French, Kiswahili, German, Latin & Greek
<i>External Partnerships & Cooperation</i>	<ul style="list-style-type: none"> ✓ Number of local community groups or schools involved with international initiatives on or off campus ✓ Number of professional organizations or other non-governmental organizations involved with international activities on or off campus 	<ul style="list-style-type: none"> • ARCUS Social Justice & Leadership
<i>Institutional Services & Extra-Curricular Activities</i>	<ul style="list-style-type: none"> ✓ Number of active international/ethnic student clubs or associations on campus ✓ Number of campus-wide events such as lectures, fairs, workshops, cultural events targeted for students and/or faculty ✓ Evidence of an international perspective or understanding of issues in the university/college and student newspapers 	<ul style="list-style-type: none"> • Asian Cinematography, Caribbean Society, International Culinary Excursion, International Student Organization, Jewish Student Organization, K Desi, Kalama-Africa, Latin Student Organization, Young Persian Organization • Services: International Advisor, International Program Assistant, International Peer Mentor

Figure 13. K College's Internationalization Checkpoints List

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MANUSCRIPT 3:

THE GLOBALIZATION OF HIGHER EDUCATION: THE CASE OF TROY UNIVERSITY

Introduction

Troy University is a residential, public liberal arts university, located in the southeast part of the United States. It is situated about 90 miles from Auburn University and 155 miles from the University of Alabama, both large universities in Alabama. In the past Troy has been seen as the “red headed stepchild in higher education in Alabama” (Hawkins, 2013, p. 79), however today it is the third largest institution in Alabama. The student enrollment as of 2012-2013 was at about 23,290 students (“Quick facts”, <http://www.troy.edu/academic-resources/quick-facts.html>). However, the enrollment typically fluctuates between 25,000 to 29,000 students. The highest degree offered is a doctorate. The current chancellor of Troy is Dr. Jack Hawkins. He has been serving as chancellor since 1989, twenty-five years, and his contract has been renewed till 2018. Their current endowment as of 2012–2013 is at \$468,758.

Why Troy University?

In order to understand the Troy’s transformation from a one-time teachers college to now a university with global presence, a look into Troy’s history and leadership would show how Troy became Alabama’s International University (Hawkins, 2009, 2013). Under Dr. Ralph Wyatt Adams’ administration, from 1964–1989, Troy was able to expand in many ways due to his military connections and his exploration of diverse student markets. It was under Dr. Adams that Troy began providing education to the military at home and abroad and this activity began

their acquisition of an outward perspective. Dr. Jack Hawkins who took over as President in 1989 continued Troy's outward focus until today. When compared with other similar institutions that change presidents every 5–7 years, two men have lent over 50 years of continued leadership and its significant in Troy's transformation to internationalization. Dr. Northcote Parkinson who was professor emeritus in the 1970s at Troy summarized the legacy of their continuous, stable leadership which has provided opportunities for Troy University:

To plan the first building is not the vital problem; the task should be, rather, to find the first President. For a living organism begins with an acorn—a man, not a blueprint. And that is the story of Troy State, an institution which is very much alive. (English, 1988, p. xi).

What is the Internationalization Process?

Knight (1993) introduced an evolutionary or process-oriented view of internationalization. The operational definition of internationalization is the following:

Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education. (Knight, 1994, p. 3)

There are various approaches to internationalization. There is the process approach, activity approach, competency, and organizational approach. Both the process and organizational approach are used in this study. The process approach frames internationalization as a process which integrates an international dimension or perspective into the major functions of the institutions. Terms such as infuse, integrate, permeate, incorporate are used to characterize the

process approach. A wide range of activities, policies and procedures are part of this process (Knight, 1994). The organizational approach is closely linked with the process approach which is the rationale for the use of both approaches in this case study. The organizational approach focuses on developing an ethos or culture in the university or college that values and supports intercultural and international perspectives and initiatives (Knight, 1994).

A number of elements have been identified which play an important role in the internationalization process. These elements may be called key ingredients, mechanisms, facilitators, barriers, factors or steps. Two types of elements of internationalization are academic activities and services and organizational factors. Knight (1994) makes a point to separate the two elements because of the importance of each and the importance of an organization's commitment to internationalization.

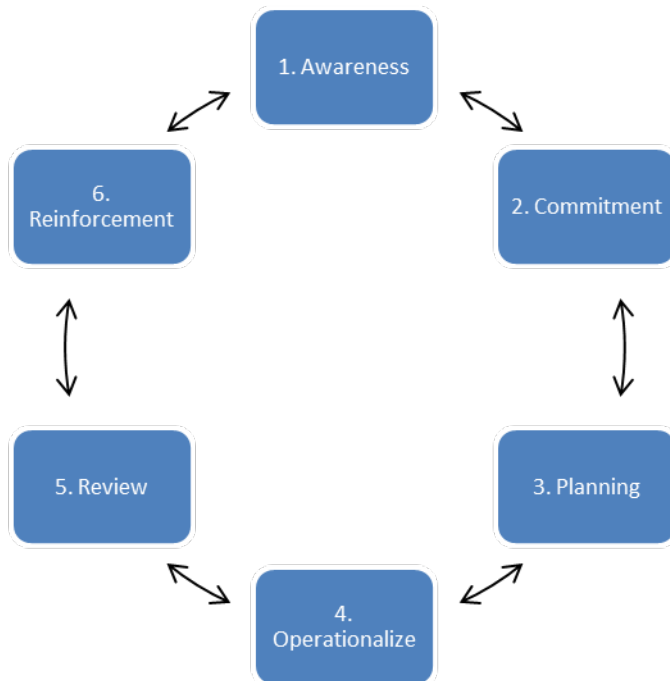
Differentiating between academic and organizational factors is essential. Even if there are an increasing number of academic activities taking place, if they are not underpinned by a permanent organizational commitment and structure, they may die when proponents leave the institution. Internationalization must be entrenched in the culture, policy, planning and organizational processes of the institution so that it is not treated as, nor does it become, a passing fad. By only focusing on the academic or program activities one can overlook the process issues, which are important to ensure that the different activities reinforce each other that they become central to the mission of the institution and that strength lies in the whole being greater than the sum of the parts, especially for impact, benefit, and leverage. (Knight, 1994, p. 5)

The following is a chart displaying the academic activities and services as well as the organizational factors observed in the internationalization process (see Figure 3).

Dimension	Major Indicators
Academic activities & services	<ul style="list-style-type: none"> • Curriculum • Work/Study Abroad • International Students • Faculty/Staff Exchange & Mobility • Foreign Language Study • International Development Initiatives • Institutional Cooperation Agreements • Research with an International Dimension • Area Studies/Theme Center • Cross-cultural Training • Extra-Curricular Activities & Institutional Services
Organizational factors	<ul style="list-style-type: none"> • Expressed commitment by President & Senior Administration • Interest & Involvement of Faculty & Staff • Adequate Funding Allocation • International Office • Expressed Support by Board of Trustees • Communication Channels • Experienced Personnel • External Linkages • Policy Statements • Annual Planning, Budget & Review Process • Decentralized/Centralized Approach • Interdisciplinary Cooperation

Figure 3. Knight (1994) List of Academic Activities and Services and Organizational Factors

The study of Troy University's commitment to internationalization was approached as a series of steps which were interconnected and flexible. The process was conceptualized as a cycle. Knight (1994) developed the concept of an internationalization cycle in a graphic format. The internationalization cycle (Knight, 1994) has six phases which an institution can move through the cycle at its own pace. Visually the cycle expresses a sequence; however it is essential to point out that the two-way flow may occur between different steps.



1. Awareness of need, purpose and benefits of internationalization for students, staff, faculty, and society
2. Commitment by senior administration, board of trustees, faculty and staff, and students
3. Planning identify needs and resources; purpose and objectives; priorities; strategies
4. Operationalize academic activities and services, organizational factors, and use guiding principles
5. Review assess and enhance quality and impact of initiatives and progress of strategy
6. Reinforcement develops incentives, recognition and rewards for faculty, staff and student participation

Figure 2. Internationalization Cycle by Knight (1994)

What was Troy's Internationalization Cycle?

The internationalization cycle begins with phase one which is awareness. The awareness phase involves the institution creating awareness of the importance and benefit of internationalization for students, staff, and faculty. Awareness is importance, however commitment of the senior administration. Phase two is commitment. This phase involves building commitment to the process of integrating an international dimension into teaching/training, research and service function. Commitment from senior administration will lead the process, but the real force behind implementation of internationalization is the faculty and staff. The awareness and commitment at Troy began with their pioneering program that

began Troy's progression from an inward to an outward focus. Their pioneering program began with contracts with the Department of Defense to provide education to military in Europe. Although their perspective wasn't completely internationalization, their experience in providing military education overseas began their perspective to turn outward.

Troy University was in a position to take advantage of a new market. It was playing an "also ran" role as an Alabama university and its traditional role as a teacher preparation institution faced still more competition from new programs at their more prestigious competitors. The military market was a promising new venue for increasing enrollment and establishing itself as an international institution. Through providing education to the armed forces, their wide geographic expansion led to the formation of the Troy State University System (English, 1988; Eubanks 1975; Hawkins 2013). At the request of the Army, Troy developed associate and bachelor degrees programs in specific areas of their needs (Eubanks, 1975). The following are examples of their on-post programs: MBA program in 1973, Masters in Personnel Management in 1977 and Masters in International Studies in 1982 (English, 1988; Eubanks, 1975).

In February of 1974, Dr. Adams received a telegram from the headquarters of the U.S. Air Force in Europe inviting Troy State University to present a proposal to replace the University of Arkansas programs offered throughout Europe (English 1988; Eubanks 1975; Hawkins 2013). The following quote by the current Chancellor Hawkins describes the significance of this invitation:

The flagships wouldn't touch it because the military was integrated. That was never a barrier to Troy. So our concept of the world and diversity has always been a little bit different, maybe we're stuck off in southeast Alabama, and closer to Florida, maybe that's part of our influence. But in 1974, having been in service to the military, for 20

plus years, we were selected to go to Europe, and it was there that I think that our perspective changed. (J. Hawkins, personal communication, September 2, 2013)

Dr. Earl Ingram also confirmed this significant moment in Troy's history as a turning point for the institution.

Ralph was the law school roommate of George Wallace. So you got the law school roommate of George Wallace, saying, sure we'll do this, in 1965. Okay, international, we can do that, but, but what got Troy to look outward was not international, but it was literally reaching out in this case, to the military. (E. Ingram, personal communication, September 17, 2013)

The next phases of the cycle are planning and operationalization. Phase three involves developing a comprehensive plan or strategy. Phase four is operationalizing that plan created in the previous phase. Implementing the plan for Troy was a bit different compared to other schools because what Troy did overseas didn't affect much the campus back in Troy, Alabama.

Military education in Europe began under Dr. Jim Robinson, professor at Troy, who is considered the father of Troy's European program (English, 1988; Eubanks 1975). English (1988) described how quickly Troy's representatives, Dr. Robinson and another colleague, were able to set up and begin to operate in Europe. "The two arrived in Europe in July and established the Troy State University Education Center at Lindsey Air Station. On August 26, 1974 (less than 60 days) Troy State opened its first European educational offerings at six locations, one at Upper Heyford England and the other five at air bases in Germany" (p. 106). By August of 1977, Troy State University was operating twenty-eight locations in eight NATO countries of Europe with an enrollment of 1,500 students (English, 1988). Troy grew rapidly and soon the

University of Maryland and Troy State University were known nationally as the leaders in military education in Europe.

According to English (1988), which other administrators at Troy University confirmed, the administration of Dr. Adams has been “unparalleled in Alabama and seldom rivaled in other states” (p.109). His tenure of more than twenty years brought about some of the most significant changes ever to occur at an educational institution. The following quote by English (1988) described Dr. Adams’ vision about Troy as a higher education institution.

His thought was that the institution’s purpose should be to teach while student’s purpose was to learn; therefore, the university had business of fulfilling needs among its prospective students. Dr. Adams realized that not every need among citizens of central and south Alabama could be met on the main campus in Troy. Thus, the university would attempt to answer the need wherever it might arise. In answering critics of the branch campus establishment, Dr. Adams has replied, ‘we have gone only where we were asked to go, and where a need existed’. (p. 80)

It was Dr. Adams’ constant pursuit of new opportunities for Troy that allowed Troy to shift its teacher education original focus and grow in other academic areas and other parts of the world. Chancellor Hawkins reflected on the culture during Adams’ administration in the following statement.

Now I think what was always frustrating to him, was he was never able to influence things back home the way he was able to influence things abroad. If he hadn’t done what he did, we may never have had the mindset and the mentality here, and the acceptance. You can’t really be traditional and so some of the things that we’ve been able to achieve,

because that tradition will keep it from happening. (J. Hawkins, personal communication, September 2, 2013)

In 1989, Troy experienced another shift when Troy received a new Chancellor, Dr. Jack Hawkins. He is a native of Alabama, born in Mobile and educated at the University of Montevallo and the University of Alabama. Dr. Hawkins served in the Vietnam War as a United States Marine (J. Hawkins, personal communication, September 2, 2013). He is a decorated war veteran with a Bronze Star, a Purple Heart, and a Citation from the Korean Marine Corps (Hawkins 2009; Socha & Darrow 2004).

Dr. Hawkins is the first chancellor at the institution to hold an earned doctoral degree in Administration and Higher Education (Hawkins, 2009). Before he arrived at Troy University, he was Assistant Dean and Associate Professor at the University of Alabama at Birmingham as well as the President of the Alabama Institute for the Deaf and Blind (Hawkins 2009; Socha & Darrow 2004; J. Hawkins, personal communication, September 2, 2013). Dr. Hawkins was able to transform the Institute for the Deaf and Blind from a school in crisis into one that is nationally recognized as a leader in the field of specialized education (Hawkins, 2009). The following is a statement Hawkins made about his experience as the President of the Alabama Institute for Deaf and Blind. “That in itself was the whole concept of diversity which had a great influence on me and on my family” (J. Hawkins, personal communication, September 2, 2013).

The institution experienced another moment of awareness of a more strategic institutional internationalization initiated by the senior administration. Troy goes back into phase one of awareness and transitions into phase two which was the commitment through the arrival of the new chancellor.

Dr. Hawkins' desire to change Troy University from a regional institution to an international institution was evident through his vision as found in his speeches and addresses, his strategic planning and his administration. The subsequent statement highlighted his vision:

We waited in the fall of 1990, when I had an opportunity to really share my feelings about the university and try to lay out a somewhat broad vision. One of the comments that I made during the next decade or two that this university would change from being quote, somewhat of a parochial regional university to one more international in scope. (J. Hawkins, personal communication, September 2, 2013).

Chancellor Hawkins was able to plan with his senior administration and operationalize the plan to internationalize Troy University. Those strategies are found in phase three and phase four. Dr. Hawkins was able to implement change incrementally. The book *Speeches and Addresses at Troy University: 1989–2009* breaks down the stages of his vision for institutional change and the goals he would like to see achieved for Troy. The initiation of the vision from 1989–1994 was where he presents a focus on institutional change that responds proactively to the external influences occurring globally (Hawkins, 2009). Part two was the development of the vision from 1995–1999 in which he proposed new direction for further growth and change in programs offered at Troy University, particularly in the sciences (Hawkins, 2009). The third part was the expansion of the vision which extended during the years of 2000–2004, detailing the beginnings of some monumental work and the ends of some cycles in the institution's history (Hawkins, 2009) and the years 2005–2009 was the maturation of the vision. It was during the beginning of 2005, where the independently accredited units of the former Troy State University System became known today as Troy University (Hawkins, 2009, 2013).

Phase five is review. Chancellor Hawkins implemented his vision of internationalization with incremental goals which were reviewed every five years. The institution just released their institutional review in 2009 which provided evidence of their internationalization efforts. The evidence provided from this institutional report marked 1999–2009 a decade of growth.

In 2000, the Risk Management and Insurance program began their Lloyd's of London Internship Program. Also in 2000, the first group of students from China arrived on campus through the Sino-American 1-2-1 Program. In 2003, a teaching site was opened in Malaysia. In 2004, State was dropped from its name and the institution became Troy University. In 2007, the trustees approved the opening of the Center for International Business and Economic Development and Troy's worldwide record enrollment approached 30,000. Troy became the home to the Confucius Institute in 2008 and began a new focus on language with the state's first Interpreter Training Program.

Phase six of reinforcement involves the institution's developing incentives, recognition, and rewards for faculty, staff, and student participation. The role of faculty plays an important role in their internationalization efforts. Troy provides Faculty Study Abroad Grants; these constantly are recognizing the faculty and students who are committed to the institution's efforts to internationalize.

Troy has a percentage of committed faculty members to its internationalization efforts. The faculty at Troy has experienced different international experience whether through study abroad programs, teaching, or their personal scholarly activities. For example, Dr. Hawkins highlighted some of the faculty's international engagement at the 2007 annual convocation address.

Dr. Catherine Allard spent five months at Suzhou University and Hubei University studying Chinese opera. Dr. Jim Zingara spent time in Singapore teaching clinics to members of that country's military band. Sara Dismukes of the College of Communication and Fine Arts accompanied students to Macedonia to observe an arts festival that has achieved prominence on the continent. During the summer term, from the College of Education, Dr. Lance Tatum, Dr. Rodney Davis, and Dr. Mike Rippey journeyed to the Philippines to teach at a workshop at the University LaSalle. (Hawkins, 2009, p. 258)

Dr. Hawkins believes, "Until the faculty commits to the concept of university globalization, it will not occur. The commitment cannot be limited to the office of the president or chancellor. The CEO must be a strong advocate, but he or she cannot be the sole champion" (Hawkins, 2009, p. 258). It is through Dr. Ingram's leadership and support that Troy University's inspires commitment among their faculty. Dr. Ingram describes in general Troy's approach to internationalization from the beginning to today.

So the confluence of modifying your approach to reaching the military overseas, to finding partners, recruiting students to come here, developing a bridge that deals with this 1-2-1 program, expanding our overseas locations beyond the first one into Vietnam, into the United Emirates, and Saudi Arabia. These pieces come together and while they are coming together out there, concurrently, inside we say, well, how are we going to create more global scholars among our faculty? How are we going to increase the willingness of our domestic students to travel abroad? (E. Ingram, personal communication, September 17, 2013)

The commitment of the faculty is important at Troy, so the university intentionally hire faculty who are committed to the goals of Troy's internationalization efforts. According to Hawkins (personal communication, September 2, 2013), "the faculty will either make you successful in internationalization or they can make you fail." During the hiring process, there are many questions that deal with their international experiences both personally and professionally. All faculty hired at Troy University has the opportunity to meet with the chancellor and this time is used to share that the ideal faculty member hired at Troy has the same mindset and is committed to their goals of internationalization (J. Hawkins & E. Ingram, personal conversation, September 2013). Both Chancellor Hawkins and Dr. Ingram share their strategy when they are hiring new faculty as it relates to internationalization.

I think this is one of the most important things we do is to hire people and if you hire good people who stand on a rock and who are committed to the goals and aspiration of the institution, over time, you can change the culture of a university. Out of the 1,500 to 2,000 people who worked for Troy University, only 154 of them were here in 1989. So, the people who are here today are largely reflective of those who have been hired with that changing philosophy, you can cut to the core of who you are and bring in real believers, who are committed, you can make exciting things happen. It can't happen without faculty. (J. Hawkins, personal communication, September 2, 2013)

What does a Transformed Troy Look Like?

Central to the case study of Troy University is the definition of institutional change by Eckel, Green, and Hill (1998) which states that institutional transformation: "1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) is deep and pervasive, affecting the whole institution; 3) is

intentional; and 4) occurs over time” (p. 3). Through literature review, the researcher developed an analytical framework of institutional change through the process of internationalization. The framework includes an analysis of the organizational structure (Manning, 2013), an index of checkpoints of internationalization (Knight, 1994), and an analysis of the institutional culture.

Troy University as a bureaucratic model. Troy University’s model of organization can be identified as bureaucratic. Bureaucracy is an undeniable and enduring perspective through which to view organizational functions in higher education (Manning, 2013). Aspects of bureaucracy have either shaped or exist as the norm in comparison with other organizational perspectives. According to Manning (2013), the characteristics associated with a bureaucratic organization that best describes Troy University is decision-making model is based on what is called “rational decision making,” the structure within is hierarchical line of command, leadership is top-down, legitimate authority dominates and emanates from central offices. Actions are based on technical and standard operating procedures. The reward system is based on merit and members of a bureaucracy perceive their co-workers as worker bees.

True to the modernist perspective, people in bureaucratic organizations assume that progressive movement toward goals is essential (Manning, 2013). Dr. Hawkins stresses the fact that Troy isn’t a classic research university but a teaching institution. He is constantly reaffirming that: “Our mission is and will continue to be to create a university that does not attempt to be all things to all people, but rather one that feeds its strengths and starves its weaknesses” (Hawkins, 2009).

Movement towards organizational goals in an institution like Troy University, a bureaucracy, is achieved by the competent action of the people who fill the ranks of institutional staff and management (Manning, 2013). At Troy University, their internationalization efforts are

centralized through a triangle of authority with the chancellor Hawkins and his vice-chancellors, Dr. Curtis Porter and Dr. Earl Ingram. Dr. Curtis Porter is the vice-chancellor of International Affairs. Dr. Earl Ingram is the vice-chancellor of the Global Campus and Academic Affairs. David Kent, director of Troy's English as Second Language Program, sums up clearly the dynamics of this leadership.

Dr. Hawkins wants this to be Alabama's International University, okay. He will support it financially, he will provide staffing. They are not doling it out, but when push comes to shove, you get that, you get this.

Dr. Hawkins has the big vision. Earl Ingram is very innovative, like iconoclastic sort of thinking, once people can sit down and think about it. The fellow I report to, Dr. Porter, he can make it happen. He has got a good mix because he's got the kind of hands-on creativity and how to devise this. He can get things done and he is going to ignore it unless Hawkins says so. (D. Kent, personal communication, September 19, 2013)

Along with internationalization efforts coming from top-down in a bureaucracy, there is a tendency to require total loyalty from its members toward the way of life the organization requires (Manning, 2013). Kent was also able to provide insight in this characteristic that is evident at Troy.

Dr. Porter is very committed, but he drives himself very hard, too hard. He then expects that of other people, you know, so to a degree, then he'll back off. Basically he expects everybody to be eager to do their part or more than their part, so you get that. You also get that level of support from him, and then he reports to Earl Ingram. Well, Earl Ingram is the same way except a little more. He is more distant; he is at a higher level. So

you've got that, a straight line, see, Hawkins, Ingram, and Porter. (D. Kent, personal communication, September 19, 2013)

In creating the study abroad program office, Troy's challenges and opportunities have been aligned to their organizational structure. In a bureaucratic organization, the idea of a complex rational division of labor with fixed duties and jurisdictions; stable, rule-governed authority channels and universally applied performance guidelines are evident at the institution (Manning, 2013). At Troy such elements are present. In addition, precision and efficiency is emphasized and desired (Manning, 2013). Although those who work in bureaucracies use their services, they often have a negative view of this type of structure. An example of this is found in Dr. Sherry's statement about the new director of study abroad and the creation of the office.

When I came here, I had to do everything on my own, all planning. So I kept doing that and now since Mr. Pacheco, who is the man, nice fellow from Costa Rica, we had to establish an understanding, like don't try to give me information and instructions on how to do things that I've been doing well for x number of years now. Now if I have to do certain things to satisfy the legal aspect, that's fine, I am with you on that. But don't tell me how to collect money or negotiate with the hotel. (J. Sherry, personal communication, September 18, 2013)

Pacheco also alluded to this struggle with administration in creating the foundation of the study abroad office.

They both advance and deter the program. It depends who you talk to. If you talk to Dr. Porter, he is one of those who is trying to advance the program. If you talk to some other people, they don't even know how the studies abroad works, for instance in the admission process of the university, they don't want to know. They don't understand, so they don't

care. So they still have very parochial perspectives. (O. Pacheco, personal communication, September 18, 2013)

The leadership at Troy University plays an important role to the internationalization transformation that has taken place on its campus. A contemporary application of the bureaucratic perspective is strategic management as articulated by Toma (2010, 2012). Strategic management follows the tradition established by George Keller (1983) in his classic book, *Academic Strategy*. Keller (1983) argued that strategy is grounded in an institution shaping its own destiny, focused on keeping pace with the current environment, influenced by markets and competition, orientated towards action, both rational and tolerant of ambiguity. This is true for Troy University, as Dr. Hawkins reflected his years at Troy.

A university like Troy, we've always cut our own path here. We've never tried to emulate the flagships and in some ways, we've tried to be distinctly different. Not all things to all people. We don't have the resources to compete with an Alabama or Auburn, but in our niche, we can be the best. That's what we've attempted to do. Not be the best at all things, but be the best at what we do and we felt like, while we didn't use the terminology, we certainly had the belief, if you don't believe you can be a champion, you won't be one.

So fundamental to our move to internationalize this university was that concept, understanding and appreciation. The second was we were a changing world and while the millennial generation hadn't been born at that point, and technology really hadn't begun to take hold, that it was still ... we were changing world and we had the belief, greatly influenced by our presence in Europe, that it was our responsibility to graduate globally competitive students, not regionally competitive, and not just nationally

competitive, but globally competitive students. (J. Hawkins, personal communication, September 2, 2013)

As Toma (2012) expressed, “with the fate of the institution, it considers the traditions and values of an institution, as well as its aspirations and priorities, while taking into account strengths and weaknesses, both academic and financial, and the external environment” (p. 121). Dr. Hawkins is a passionate, visionary leader who evidently understood the identity of Troy and how to take control of its organizational structure. He understood the long-standing tension that exists in bureaucracy between the goals of efficiency and effectiveness. Dr. Hawkins was able to address this through his strategic management by emphasizing capacity building as a means to achieve the vision and purposes of higher education.

Index of checkpoints for internationalization. Knight (1994) developed a list of checkpoints to assist in the planning and strengthening of internationalization strategies in higher education institutions. Knight (1994) also suggested using this list in measuring or evaluating the degree of internationalization achieved. However, Knight (1994) cautioned that these checkpoints are not intended to be used as general performance indicators since each institution’s process of internationalization varies. Some checkpoints may not be relevant to the particular goals or stage of development of the institution. The list of checkpoints used in this case study is to assist how integrated or widespread internationalization initiatives were through the campus since the pioneering program to today. The data generated were mostly qualitative; however some quantitative data was collected (see Figure 16). The pioneering program, military contracts to deliver education overseas, began the institution’s progression from an inward perspective toward an external perspective. Data collected reflects the institution’s pioneering program till today. Many of these indicators were identified and provided in previous section of the analysis

of the internationalization cycle of Troy University. This section would provide examples not listed or identified in the cycle.

Organizational and administrative support. Organizational factors can allow or limit the process of internationalization. At Troy University, Chancellor Hawkins is a champion for the internationalization of their institution. One way Chancellor Hawkins communicates his vision is through his speeches and addresses. Another way that he as well as faculty and staff promote their internationalization efforts is through the website and *Troy Magazine*. He has demonstrated commitment of his vice-chancellors and ensures faculty support through hiring process. One the ways the leaders of the institution provide direction to push their internationalization efforts is through their mission statement. A mission statement aligned with the values and traditions of the institution provides a strong foundation to lead the internationalization process. Troy University's mission statement is the following:

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional and emerging electronic formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research. ("Mission statement,"

<http://www.troy.edu/academic-resources/mission-statement.html>)

Chancellor Hawkins often refers to Troy as a “global village.” He, his staff, and faculty are transforming their culture to promote internationalization while staying true to the values of the institution.

International students; participation in international activities; international development and technical assistance. Troy University has a Center for International Programs Office and a Vice-Chancellor to oversee the international activities on and off campus. The Center for International Programs, created in 1995, is the central location that promotes and supports internationalization efforts at Troy. The senior administration leader of this office is Dr. Curtis Porter, who is the vice-chancellor of International Affairs. The area of services found under this center is admissions for international students, recruitment of international students, international student services, English as a Second Language (ESL) program, and the study abroad office.

International students. As of 2012, Troy University is the third largest provider of higher education to international students in Alabama (Belanger, 2012; C. Porter, personal communication, September 17, 2013; J. Hawkins, personal communication, September 2, 2013). The two other institutions with high numbers of international student enrollment are the University of Alabama and Auburn University. Troy University has around 900 international students from over 60 countries (Belanger, 2012; C. Porter, personal communication, September 17, 2013; J. Hawkins, personal communication, September 2, 2013). The goal of Troy University is to increase their international student population to 1,200 by 2015, which is up 36 percent from the 2010–2011 academic year (Belanger, 2012; J. Hawkins, personal communication, September 2, 2013; “Troy Vision 2010”, 2010). If Troy reaches that goal it could push Troy’s international enrollment to the top spot statewide (Belanger, 2012).

According to analysis by NAFSA: Association of International Educators (formerly the National Association of Foreign Student Advisers), the University of Alabama had 1,036 international students enrolled and Auburn University had 1,022 enrolled during the 2010–2011 academic year (Belanger, 2012). According to Dr. Curtis Porter, the success of Troy’s international student recruitment depends on its having consistent leadership. “The biggest thing is that we’ve got is very stable leadership that is very committed to the program. So we’ve got a clear message that is going out consistently and frequently” (Belanger, 2012).

Study abroad. The effort in sending students abroad began under the previous president, however it was minimal and not a priority of the institution. It wasn’t until Dr. Hawkins came into office, that it became as a priority. In 2007, there was an attempt to centralize its efforts to create a coordinator of study abroad; however it wasn’t until 2010 that an office of study abroad was created under the director Orlando Pacheco (“New study abroad director”, 2010).

For the past three years, Pacheco (personal communication, September 18, 2013) has been able to create a foundation of a study abroad office from his experience and support from senior administration and faculty. Pacheco (personal communication, September 18, 2013) began with 47 boxes of study abroad materials from previous attempts to establish a study abroad office. He was able to establish a manual with procedures, policies, guidelines, and benchmarks for study abroad competencies. One of his main concerns was the issue of safety and risk management (O. Pacheco, personal communication, September 18, 2013). At Troy, study abroad programs are offered mainly through third party consortiums and foreign exchange programs. However, there are some Troy faculty-led programs within the colleges. According to Pacheco (personal communication, September 18, 2013), there were only three exchange

programs for students to participate in when he arrived; now there are about thirty-five of them. His goal is to locate and establish ten more.

There has been on record one faculty member, Dr. James Sherry, a French professor who has been taking students to Paris, France since 1984. “Until 1984, no faculty member from this university had ever taken any students abroad” (J. Sherry, personal communication, September 18, 2013). Currently, Troy notes some success is getting faculty members to lead study abroad programs. Chancellor Hawkins has challenged his faculty and staff from each college, which is a total of five, to establish five new study abroad programs per year. In 2009, the colleges sponsored 19 study abroad opportunities for students and since then the number of programs varies from 20 to 23. The following countries for these opportunities were in Sweden, Kenya, London, Russia, Malaysia, Greece, Ecuador, Peru, Italy, Paris, Cuba, and Costa Rica (“Troy University,” 2010).

Study abroad opportunities are the main focus of Troy’s current internationalization goals. Administrators interviewed agreed that there are some possible scenarios that would yield slower progress in this area. One could be the financial challenge due to the social profile of the students who attend Troy expressed in Chancellor Hawkins’ following statement.

What’s the greatest challenge? Not the interest of the students, it’s a financial challenge. If you look at the students who largely make up enrollment at Troy University, or it would be the same at Auburn, do a survey of those students and find out how many have traveled abroad and what you’ll find is not too darn many, actually. I mean, Americans, by their nature, expect the world to come to America. (J. Hawkins, personal communication, September 2, 2013).

Dr. Kaylor also has pointed out that the types of students they are trying to persuade to take advantage of these study abroad opportunities are not exposed to the value and benefits of traveling abroad.

Plus a problem here is, so I say to the students, study abroad, and they say, oh, Birmingham? Because there is a culture here that believes that there's no life beyond the borders of the state of Alabama. They won't go. We advertise ourselves as Alabama's International University. And in terms of bringing students in, the record is good. In terms of sending students out, the record is spotty, but improving. (N. Kaylor, personal communication, September 17, 2013)

The mindset and the culture of Troy students and some faculty members are issues that both Dr. Porter and Pacheco have struggle with at Troy University. It has changed since Dr. Hawkins arrived, however it is still a work in progress. The following statements highlight this issue.

The main challenge is that we have to convince our students, especially from this particular region of the world, how relevant the study abroad program is. In the past, you study abroad and you have the opportunity to have a job in Italy because you studied abroad. Nowadays, it doesn't happen. It was those who compete with you from the University of Alabama, Auburn University, and the University of Florida. All of those kids that will compete with you in any field are travelers. They have gone abroad. So they have an advantage. The advantage if our kids don't get to that level. (C. Porter, personal communication, September 17, 2013).

It has to change [the mindset of the culture at Troy]. You cannot change the mindset of people who believe that the international arena does not have anything to do with their

job they do inside a college or university. (O. Pacheco, personal communication, September 18, 2013)

Another possible issue is getting faculty on board to commit to promote study abroad. Both Dr. Porter and Pacheco mention this in their statements.

One of the things that the chancellor keeps pressing, but he's not successful at, is he tells each dean that he wants five study abroad programs each year for each college, organized on a permanent basis. And the problem is, you know, there's a big difference between the chancellor saying something and the deans actually doing it. Because you've got to actually get down ... for it to happen, you've got to get down to some faculty member who wants to champion it and lead it. (C. Porter, personal communication, September 17, 2013)

What I have done here is that I talk to faculty, those who are not willing to work, well, I don't worry about them, I move to the next one and try to develop, and now there is a pool of faculty [who are willing to lead study abroad programs]. (O. Pacheco, personal communication, September 18, 2013)

Chancellor Hawkins' statement reaffirms that commitment: "We are building now the financial means to expand study abroad" (J. Hawkins, personal communication, September 2, 2013).

International linkages/International development and technical assistance.

Sino-American 1-2-1 joint degree program. One of Troy's impressive international program developments is the Sino-American 1-2-1 Joint Degree Program that began in 2002. This program was the catalyst for Troy's aggressive recruiting overseas in order to grow what they call "the global village" on campus at the institution. Under the program, Chinese students complete their first year of university-level education at their home institution, then transfer to

Troy for two years of study in the United States and return for a final year at their home institution. The graduates of this program receive an undergraduate degree from both their home institution and Troy University. The year 2010 marked the ten-year anniversary celebration of the 1-2-1 joint degree program which was held in Beijing. The program began with five Chinese universities, and about 363 students have participated in the 1-2-1 thus far (“10th Anniversary, 2010; “Alabama’s international University”, 2011; Ellis, 2005, Hawkins 2009). Currently the program has expanded with sixty-one Chinese universities (“10th Anniversary”, 2010; Hawkins, 2009, 2013). In 2004 was the first year that 1-2-1 joint degree program commencement ceremony program was held in Suzhou City the People’s Republic of China with 20 students receiving degrees. Also in 2004, the American Association of State Colleges and Universities (AASCU) joined the partnership with Troy and the China Center for International Education Exchange and used this program model for other AASCU-member schools (“10th Anniversary”, 2010; Hawkins, 2009; J. Hawkins, personal communication, September 2, 2013). Dr. Earl Ingram describes the position of Troy and how it leveraged its opportunity to work with AASCU.

So AASCU, which is about 400 members at that time, our chancellor was serving on their internationalization committee, and they agreed this was a good deal. They said, why doesn’t AASCU take over the U.S. side and we’ve got a Chinese education ministry component that is working that side, why don’t you just get a country to country agreement and we’ll all benefit. We didn’t fully fathom that we had a monopoly at that point. Now there are 25 schools on the U.S. side. We’re getting actually fewer students through a 1-2-1 program today than we got perhaps back in 2004. But we still have 20 go back every semester. (E. Ingram, personal communication, September 17, 2013)

Since 2010, 205 Chinese students have graduated from this program. The value of this program and its benefits is expressed through the words of vice-chancellor, Dr. Earl Ingram during the 10th anniversary of the program. “We are particularly proud that a decade after our first Chinese students entered the 1-2-1 program that not only has it provided educational opportunities, but also the foundations for greater cultural and economic collaboration” (“10th Anniversary”, 2010).

Creation of the program had its challenges, especially when it came to the issuance of visas. However, with persistence, the commitment of administration of Troy University and cooperation with the U.S. consulates in China and the American Embassy ensured that visas would be issued to support the 1-2-1 program. In his 2001 address to the faculty and staff at convocation, Chancellor Hawkins described the student body profile and the commitment by the administration to internationalize its campus despite the challenges faced.

Dr. Curtis Porter, ten years ago had only thirteen countries represented in our student body, but today he has fifty-two countries. And he is the driving force behind our new partnership with six universities in the People’s Republic of China. In fact, when it looked like these students would have a problem getting visas, Dr. Porter went to China to meet with officials at our consulate to ensure the visas would be issued. (Hawkins, 2009, p. 190)

The quote above shows the persistence and commitment of Dr. Porter and his office to overcome the challenges of getting the 1-2-1 program off and running, however the next quote by Dr. Porter highlights an important aspect of internationalization and that is the commitment of the chancellor. If it was up to Dr. Porter, he might not have taken that third trip to China which was

the trip that solidified the 1-2-1 program. Persistence and commitment are both needed to be successful in internationalization.

I told him this idea wouldn't work, but that something else might work. And so that something else became the one two one, and it was successful primarily because of the chancellor pushing my butt on the plane, three times in less than two months to China. I mean, I'd go, and we'd have a problem, and then he'd send me back. Well, you've got so much in it; you've got to go back. Oh, please no. Not that trip again. But it was . . . I mean, that program is a . . . you know, there's a history there that was brutal staggering fight with things you would never believe. . . that was the chancellor's persistent. I would not have gone back that last time to China. (C. Porter, personal communication, September 17, 2013)

To make this work, he said he went once, went twice, and they said no, no we're not going to get Chinese students in America. I was in another university, I couldn't get one or two, and it was just that hard, a huge, huge refusal rate. So he said he came back and Dr. Hawkins told him, you go and do this again, go back a third time. So he went back a third time, and they said okay. We'll take a look at it. So then that was the . . . the wave . . . (D. Kent, personal communication, September 19, 2013)

Although there were challenges in solidifying the program, the program appears to be successful at addressing the "brain drain" problem that many countries face when their citizens travel abroad to receive an higher education.

Vietnam. In 2004, Troy University decided to expand to Vietnam. Knowing that developing and sustaining international partnerships is imperative to growth of their international student body, Troy University sought out two key university partners: Hanoi University of

Science and Technology and Saigon Technology University (Hawkins 2009; C. Porter, personal communication, September 17, 2013; Porter, 2011). In the following quote, Dr. Curtis Porter reflected back on how their partnership with Vietnam began:

At Troy small, humble steps began primarily focusing on mobility of students, initially on securing grant monies, and developing relationships to bring foreign students to our main campus in Troy. These first efforts were supplemented by expanding study abroad, providing funds for international faculty to travel, and, most important in the context we speak of today, establishing degree programs abroad. Our university's commitment to internationalization coincided with significant developments here in Vietnam and led to preliminary talks in 2003 with Vietnamese higher education officials. (Porter, 2011)

As a result of their commitment which entails regular visits abroad and their persistence, in 2008, Troy University became the first university in the United States to award the baccalaureate degree in Vietnam (Hawkins, 2009, p. 266). Currently, Troy University's enrollment of Vietnamese students exceeds 1,000. Troy's decision to seek an international partnership with Vietnam wasn't a coincidence. Dr. Hawkins, a veteran who served in Vietnam, was interviewed by a Vietnamese journalist asked how it felt to return. The following was Dr. Hawkins' response:

Forty years ago I came to Vietnam with bullets. I return with books. I prefer books.

When I left Vietnam forty years ago, I never imagined I would return. It is a lesson for all of us—the only constant is change. (Hawkins, 2009, p. 267–268)

Dr. Hawkins' attitude and view of the world is the tone he has set a leader for Troy's internationalization efforts.

Russia. Another example of this growth is its joint degree program with Vyatka State Humanities University, which is the first Russian-American university joint-degree program in that country (Lusk, 2005). Although this is its first collaboration with a joint-degree program, Troy has partnered for the last ten years with this university in Russia through faculty and student exchanges. Forming these partnerships with international universities allows for opportunities in recruiting students, student exchanges, as well as faculty exchanges.

Global UGRAD. Another program that allows Troy University to receive international students is the Global UGRAD, the Global Undergraduate Exchange Program, part of the U.S. Department of State's Global Undergraduate Exchange Program ("Exchange program," 2010). It provides one semester and academic year scholarships to outstanding undergraduate students from underrepresented sectors in East Asia, Eurasia, Central Asia, the Near East and South Asia and the Western Hemisphere ("Global UGRAD website," 2012). It is a non-degree full-time study program that includes academic study, cultural enrichment, community service and one-semester internship. Troy University became one of the program's partnership schools through the U.S. Department of State's Bureau of Educational Affairs in 2002 ("Exchange program", 2010). Students of this program spend a year at Troy participating in American culture while furthering on their degree from their home country. This is an extremely competitive program, with about 3,000 applications every year with only about a 5 percent acceptance rate ("Exchange program", 2010). Troy University currently has about 100 exchange students enrolled ("Exchange program," 2010).

University of Liberia and USAID grant. In 2009, Troy partnered with the University of Liberia under a U.S. agency for International Development (USAID) grant program aimed at developing higher education in 16 African nations ("Troy partners with Sub-Saharan", 2009).

Under the grant, Troy University will receive \$50,000 to help plan ways to partner with the African university in areas pertinent to teacher preparation and education (“Troy partners with Sub-Saharan”, 2009). The proposal was developed in Troy’s College of Education by Dr. Ingram and Dr. Tim Hobbs, also members of the curriculum and teaching faculty. Troy University was chosen out of 300 submitting proposals resulting with 20 other institutions awarded grants through Higher Education for Development (HED). Along with this new partnership with an African university, Troy operates partnerships with universities in Southeast Asia and the Middle East (“Troy partners with Sub-Saharan”, 2009).

Global campus. Dr. Earl Ingram is the vice-chancellor of the Global Campus and Academic Affairs. Dr. Ingram is one of the key players that support Dr. Hawkins’ vision for Troy University to become internationalized. He was the dean of the Sorrell College of Business, the college that was the first to show evidence of internationalization. He joined Troy as a faculty member in 1987 and was assigned as the director for the European Region in 1991. The following is a quote from Dr. Ingram in regards to the international focus that Troy University has: “Our international presence and eCampus (known as eTroy today) differentiate Troy from any other university our size. Through world-class faculty and staff, we’ll fulfill Troy’s brand promise that a student can start anywhere and finish anywhere—University College is the means that makes it possible for our students to achieve throughout the United States and around the world” (“New leadership,” 2006).

Formerly known as the University College, the Global Campus is the arm of Troy University that oversees operation of all of its campuses outside of Alabama, including their international campuses. One of the unique characteristics of the Global Campus is that it is self-funded, no taxpayer expense is incurred (E. Ingram, personal communication, September 17,

2013; “Global campus,” 2013; “Media kit: University college & eCampus,” 2006). By 2010, expansion of the Global Campus programs was projected to account for \$100 million annually in revenues however in 2008, the revenues were at \$65.7 million (E. Ingram, personal communication, September 17, 2013; “Media kit: University college & eCampus,” 2006; “Troy’s Global campus: Chancellor’s briefing,” 2008).

The operations of the Global Campus have been instrumental in their continued efforts in recruiting students from various markets with its origins tracing back to 1951 when it offered courses to soldiers stationed at Fort Rucker in southeast Alabama. In the 90’s, the University College (what it was named then), shifted its overseas focus from Western Europe to military bases in the Pacific, including Hawaii, Guam, Okinawa, Japan, and Korea (“Chancellor’s report 1989-1999,” 1999; “Global campus,” 2013; “Media kit: University college & eCampus,” 2006). Once the University College experienced shrinking numbers of potential students, it decided to broaden its traditional military-service mission to include several civilian sites, both in the United States and internationally (“Chancellor’s report 1989–1999,” 1999; “Global campus,” 2013; “Media kit: University college & eCampus,” 2006). By 1999, University College programs were serving both military personnel and civilians at some 50 different sites in 12 states and five foreign countries (“Chancellor’s report 1989–1999,” 1999). Today, Troy maintains its commitment to serving the military personnel through the Global Campus. The sites are almost equally divided among military and civilian sites in 15 states outside of Alabama and 13 foreign locations (E. Ingram, personal communication, September 17, 2013; “Media kit: University college & eCampus,” 2006). The Global Campus of Troy University mutually benefit from each other through its design. The design facilitates the international exchange of ideas, materials, faculty and students. Many students are encouraged to start their degree

overseas then to transfer and study at Troy's main campus. It is through Troy's vision of expansion and openness to diverse student markets that Troy is able to dominate in providing education locally, nationally and abroad.

Curriculum. The Center for International Business and Economic Development located in the Sorrell College of Business is designed to "cultivate economic development opportunities with an international flavor for the State of Alabama" ("At the center of it all," 2007). The first director of the center is a Troy graduate, Dr. Judson Edwards, who said that the "cornerstone of the center will be an academic program that will allow students to earn a Master of Business Administration degree with an international economic development concentration" ("At the center of it all," 2007).

The curriculum provides some general courses with an international focus. Those examples are: World Religion, World Politics, World Literature before and after 1660, World History to/from 1500 and Ethics and Modern World. Troy University offers a major in International Relations.

This is a step towards Troy's goal to internationalize the curriculum. According to Ingram, it is one of the last dots to connect at Troy.

And is the curriculum really isn't as internationalized, as global as it ought to be. So being international is not any one of those things, being international is all of those things. Probably the last dots that really need to get connected, that aren't close to where I think we would like to see them relate more, a wider range change in the curriculum, across disciplines, to introduce more of a global perspective. (E. Ingram, personal communication, September 17, 2013)

Research. The data collected provided a small amount of information about research at Troy University. In the 2010–2011 school year, 149 faculty members reported 828 student research projects active across the five colleges. In the school year 2012, there were 917 reported student research and scholarly projects. The information didn't provide what, if any were international in nature.

An issue that could limit the progress of sending Troy students out on study abroad opportunities could be that Troy University is mostly a teaching institution and not a research institution. Pacheco mentioned that in his following statement.

You ask me do we have a research institution here at Troy, my answer is no. We have a very good teaching institution at Troy. But we do not have research. We are not a research institution. This presents also some constraints in the study abroad program because the interest in research also pushes you to reach out to the international community. We don't have that first [as a priority] here. (O. Pacheco, personal communication, September 18, 2013)

Troy has taken some steps in its commitment to strengthen the study abroad program by the creation of the Faculty Study Abroad program. It is a program to encourage faculty to create study-abroad opportunities for students and faculty members for their personal research (Hawkins, 2009). Another special fund designated to facilitate faculty travel abroad is the Chancellor's Initiative. The goal is to promote internationalization by providing funds to support study abroad, faculty exchanges, and curriculum internationalization.

Foreign language study. The languages offered at Troy are Spanish, French, German and Chinese. Troy University doesn't have a language requirement. In regards to increasing the percentage of student participation in study abroad, the department of languages could be an

ideal place to generate interest for students to participate abroad. Dr. Porter highlights that issue in his statement.

One of the things we lost was the language requirement. That would make it much stronger and it builds their interest. Actually it was never that way when I got here. Going back to my undergraduate days, when you had to have two years of foreign language to graduate. But no, never had it here, to my knowledge. (C. Porter, personal communication, September 17, 2013)

External Partnership and Cooperation

The success of the Confucius Institute may be due to the strengths of the leadership team headed by Dr. Hawkins, who serves as chair of the Confucius Institute at Troy Board (CIT), Dr. Earl Ingram as vice chair, Dr. Curtis Porter as a board member, and the director, Iris Hong Xu. The other vice chair and board members include people from Troy's partner institutions, Hebei Normal University of Science and Technology and the China Youth Center for International Exchange. The following statement by the director Iris Hong Xu shares how supported the institute is by the Chancellor and his administration.

Our chancellor has the vision; some people just see the institute here, but the Chancellor sees the globe. That's why we have an eCampus, Global Campus, and international programs, because our Chancellor works directly with them. For example, he is our director, our Confucius Institute (CI) director, like a chair. We have a board of trustee, and the senior chancellor, Dr. Ingram is our vice-chair. Dr. Porter is also a member of CI. So if we need something, we talk directly to them. It is easy for us to work with them to be successful here. (I.H Xu, personal communication, September 19, 2013)

The Confucius Institute officially opened in 2008 where it is housed in Bibb Graves Hall at Troy University. Troy is one of 75 universities in the United States in Alabama to have a Confucius Institute (Griffin, 2013; I.H. Xu, personal communication, September 19, 2013; X. Chen, personal communication, September 19, 2013). The Institute is funded by the Chinese government but all decisions are made locally. The center is significant for various reasons. First, it is an important step for Troy University in their continued efforts in internationalization and serves as a platform for their efforts between the Chinese government and the State of Alabama. The institute promotes the understanding of the Chinese language, history and cultures to the students, faculty and staff, as well as the community. Next, the center is the first such establishment in Alabama and it is the 25th in the United States (“Confucius institute”, 2007, I.H. Xu & X. Chen, personal communication, September 2013). In 2012, Troy University was awarded Confucius Institute of the Year in a ceremony in Beijing. It houses a state of the art museum, business office and resource library. This institute is extremely important to Dr. Hawkins because it emphasizes Troy’s commitment as “Alabama’s International University.” He was quoted in an article to have said, “If we are smart enough to link and connect all our resources, Alabama can enjoy a front row seat when it comes to China and economic development. We are much stronger together than we are in isolation when it comes to connecting our resources, but we have to continue to stir the stew” (Griffin, 2013). Finally, the center facilitates business and industrial opportunities between Alabama and China as well as sponsor trips to China, lectures and conferences. Each year the institute sponsors two trips (I.H. Xu & X. Chen, personal communication, September 2013). One is for students and the other trip alternates between sending educators and business leaders to China. The Confucius Institute is a

visible sign of the commitment to internationalize Troy's campus by Dr. Hawkins and his administrative staff.

Institutional Services and Extra-curricular Activities

In order to ensure a successful experience both academically and socially, Troy University has created a variety of programs and activities to promote student learning and development of its international students. Another area that falls under the leadership of the Center for International Programs Office is that of international student services. These services are extremely important to the success of internationalization at Troy. Success in the recruitment of international students creates a need for student services that will support and promote their success at the institution. The subsequent section describes the creation of student services to sustain their international student population.

In regards to international student services, there are several student groups focused primarily on international students who come under the Center for International Programs, and are housed in Pace Hall-Rotary International Center, a \$2.5 million renovation project completed in 1998 ("Chancellor's report: 1989-1999," 1999; "Global gateway," 2006). The following six student organizations provide a space for international students to connect and support each other during their experience at Troy University: the Chinese Student and Scholar Association (CSSA), Indian Student Association (ISA), International Student Cultural Organization (ISCO) [whose purpose is to promote brotherhood and understanding among peoples of the world; to broaden the knowledge of its members about people of different nations and cultural backgrounds], Nepal Student Association (NSA), Saudi Student Association (SSA), and the Vietnamese Student Association (VSA). A particular program that promotes international understanding within Troy and the surrounding communities is the International Friends

Program. This program provides a bridge between Americans and International students to share their values and traditions. Students are given a chance to interact with daily and routine activities of American families and friends. The following statement by Mike Whitlock, vice-chancellor of operations, shared his experience of how the presence of international students has changed the campus.

I think it is an incremental thing, you see it changing all the time. So having international students here and those international students are incorporated into the Greek system, they are involved in athletics; they are involved in opportunities all over the Troy campus. They also spotlight their own cultures; for instance, earlier this week, I think maybe Monday, the Saudi students had four or five hours set up in the quad. They were highlighting their culture, their native dress with Saudi food and things. (M. Whitlock, personal communications, September 26, 2013)

Annual events organized by the Center for International Programs are to showcase and promote the successful integration of international students on Troy's campus. Examples of those events are the Parade of Flags (displayed during pre-game of football games), Top 10 Flag Recognition, International Education Week, and Rotary Appreciation Luncheon. The last luncheon sponsored by the Rotary Club in 2012, they celebrated with about 884 international students from 66 countries (C. Porter, personal communication, September 17, 2013). There are also events specifically hosted by the individual international club that include the International Festival and the Chinese New Year Celebration. As well as social activities events on Troy's campus, the Center organizes several trips each year around the country. These trips give students an opportunity to explore American culture and experience the local flavor of the region. Some of the trips that the Center has sponsored have been to Disney World, New

Orleans, Atlanta, Cheaha Park, the Florida beaches, Alabama recreational areas, and special sporting events. All of these social services support the international students; however, the next service, an academic support service, is Troy's English as a Second Language Program. It is essential and important to the success in the academic work of the international students at Troy.

A challenge that most institutions across the United States encounter when they aggressively recruit international students is their English proficiency. Many students struggle due to their limited English, especially when it comes to the rigorous academic curriculum. Troy University also encountered this challenge and knew that in order for their international students to succeed at Troy they needed to provide an English as a Second Language (ESL) program.

The ESL program at Troy University began in 1995 with small numbers of enrollment in their program. The current director of the ESL program, David Kent, arrived in 2005. It was in the fall of 2005 where there was a spike in the number of international students enrolled in their ESL program. Although the purpose of the ESL program is to prepare international students for their academic study, many of the international students at Troy didn't understand the need to take the course. Their home institutions' system varies in terms of the requirements or lack thereof necessary to fulfill its curriculum. The following statement by the director of ESL, David Kent explains this type of culture shock.

The students don't want to be here, most of the students. They didn't come to study that and so they don't see the connection with this requirement. Often because of the system they come from, they don't reflect on that a curriculum has certain requirements, that you do A, B, and C so that you can do D. (D. Kent, personal communication, September 19, 2013)

Through the ESL program, the director has been able to encounter support and resistance. Kent confirms the reality of some resistance of faculty members of international students and believes it is part of the story at every institution. He points out that many diverse student populations have changed the classroom from GIs after World War II, minority students when higher education was no longer segregated, non-traditional students and currently international students. Professors had to either learn to adapt to the change of their student population or not (D. Kent, personal communication, September 19, 2013). So with this change came some resistance to internationalization efforts at Troy University. Although these international students are admitted based on their academic capabilities, being proficient in English can be an issue. The director feels that it is the ESL program's responsibility to get these students academically prepared in English to study. Many professors didn't want to change their teaching style to adapt to the new student population in their classroom, however at Troy, the ESL office relies on data in order to deal with some of this resistance. A program within the ESL that has grown to be popular and successful is their Conversation Partners Program. Kent shared when they began the program, they had 40 to 50 volunteers, and currently the program has over 100 volunteers. Leadership is what Kent attributes the success of the ESL program and the international efforts at Troy.

The leadership, you've talked to them, and it's real. Dr. Hawkins is the real deal. I have worked at a number of other universities, and this is one where, this is the only one where he, I mean, he means it. He goes right at it, and when he talks to our students, he is so comfortable and has just the right pitch of both language and attitude of things. He's a remarkable person, truly remarkable. (D. Kent, personal communication, September 19, 2013)

Institutional Culture

Each institution has its own particular culture, although it is shaped by the broader academic culture (Eckel et al., 1999). Institutional culture determines what is important, what is acceptable, and how business gets done at a particular campus (Eckel et al., 1999). Culture is shaped by commonly held beliefs, values, and underlying assumptions (Schein, 1992). Culture both acts on and is acted upon in a change process. Institutions to make progress on a change initiative must operate in a way Eckel et al. (1999) describes it “paradoxically.” In other words, change initiative must change its culture in ways that are congruent with the institution’s culture (Eckel et al., 1999). Change strategies must not violate an institution’s cultural norms and standards. At the end, they may appear illegitimate, inappropriate and they will be ineffective. Troy University was able to transform through internationalization in ways that were congruent with its culture.

Culture can be described as the invisible glue that holds institutions together by providing a common foundation and a shared interpretation and understanding of events and actions (Eckel et al., 1999). Common ingredients of institutional culture are institution-wide patterns of perceiving, thinking, and feelings; shared understanding; collective assumptions; and common interpretive frameworks (Kuh & Whitt, 1988; Schein, 1992). The different layers of institutional culture consist of the organization’s artifacts, then the espoused values, and at the inner core of the organization are the underlying assumptions (Schein, 1992). Artifacts can be described as the visible products, activities, and processes that form the landscape of the institutional culture. Espoused values are the articulated beliefs about what is “good,” what “works,” and what is “right.” At the inner core of the institutional culture are the underlying assumptions. These are the deepest ingrained assumptions that have become rarely questioned, taken-for-granted beliefs

(Eckel et al., 1999). The success in making change “stick” is determined by the match between the proposed change, internationalization, and the institution’s underlying assumptions.

Artifacts	<ul style="list-style-type: none"> • Centerpiece of gateway: 16,000+ lbs. granite globe • International flags in the Student Center • Red English Phone Booth • Sign Post Marking distance to various international cities • “thinker” statue • Set of bronze terra cotta warriors
Espoused Values	<ul style="list-style-type: none"> • “Alabama’s International University” • Teaching Institution • “Kudzu University” (During Adams’ Admin) • Global Village
Underlying Assumptions	<ul style="list-style-type: none"> • International students valuable to institution • Resources must be spent to ensure their presence • International experience & perspective necessary for promotion • Not to be the best at all things, but be the best at what we do

Figure 14. Institutional Culture at Troy University

Institutional Change

Central to the case study of Troy University is the definition of institutional change.

Eckel, Green, and Hill (1998) state that institutional transformation: “1) alters the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; 2) is deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time” (p. 3).

	Alters the culture	Deep & pervasive	Intentional	Occurs over Time
Troy University	<i>YES</i> <i>Internationalization matches Troy’s underlying assumptions</i>	<i>YES</i> <i>Internationalization checkpoints Index</i>	<i>YES</i> <i>With reservations</i>	<i>YES</i> <i>Began in 1974, strategically in 1999</i>

Figure 15. Troy University’s Institutional Change Chart.

Internationalization Checkpoints	Troy University	Results
<i>Organizational and Administrative Support</i>	<ul style="list-style-type: none"> ✓ Acknowledgement of international dimension in mission statement ✓ Active support and participation of President and senior administration ✓ Development and use of an organizational strategy or plan for internationalization across the institution ✓ Use of communication channels for information exchange and advocacy ✓ Provision for internationalization activities in institution fundraising efforts ✓ Critical mass of faculty and staff to plan and implement internationalization activities ✓ Expressed support from Board of Trustees ✓ An organizational culture which values, supports and promotes internationalization 	<ul style="list-style-type: none"> • “international in scope” • Chancellor (Champion) and senior administration support • Increment plan and strategy • Chancellor’s speeches and addresses; Troy Magazine • N/A • Hiring Faculty includes Internalization vision • N/A – Board extended Chancellor’s contract till 2018 • Culture transforming from regional & parochial to international in scope
<i>International Students</i>	<ul style="list-style-type: none"> ✓ Number of international students & scholars on campus ✓ Percentage of total student enrolment that this number represents ✓ Support services/office for international students ✓ Enrolment target for international students as percentages of total student enrolment (5-10% suggested) ✓ Existence of programs to use international students as resource for curricular and extracurricular activities 	<ul style="list-style-type: none"> • 2012–2013 – 884 international students from 66 countries • Center for International Programs Office
<i>Participation in International Activities</i>	<ul style="list-style-type: none"> ✓ Active use of and support for operation of work/study abroad services or center on campus ✓ Internships or placement with international agencies ✓ Study abroad academic programs ✓ Student exchange programs 	<ul style="list-style-type: none"> • Center for International Programs Office

Internationalization Checkpoints	Troy University	Results
<i>Curriculum</i>	<ul style="list-style-type: none"> ✓ Integration of international activities (research, developments projects, training, institutional linkages) ✓ Number of different schools/departments which have courses dealing with specific international or comparative topics ✓ Total number of courses addressing subjects from international or comparative perspective ✓ Number of programs which are especially designed for international content or overseas placement 	<ul style="list-style-type: none"> • Sorrell Business School • General courses: world religion, world politics, world literature before and after 1660, World History to/from 1500, Ethics & Modern World • Major: International Relations • Quote from Dr. Ingram about curriculum
<i>International Development & Technical Assistance</i>	<ul style="list-style-type: none"> ✓ Number of projects which involved students in field work overseas ✓ Number of faculty/staff involved in international development projects overseas ✓ Number of different academic departments or administrative units involved in international development activities 	<ul style="list-style-type: none"> • Global UGRAD • Sino-America 1-2-1 Program • Vietnam • Russia • Mike Whitlock Office
<i>Research</i>	<ul style="list-style-type: none"> ✓ Number of international research contracts or projects ✓ Number of international partners involved in research initiatives ✓ Number of students involved in international research ✓ Number of faculty/staff in international research projects 	<ul style="list-style-type: none"> • AY 2010–2011 149 Faculty reported 828 student intellectual activity active across the 5 Colleges (int'l not known) • AY 2012 – 917 reported student research and scholarly activity (int'l not known) • Faculty Study Abroad Program • Chancellor's Initiative
<i>International Linkages</i>	<ul style="list-style-type: none"> ✓ Number of schools/departments involved in linkages ✓ Number of agreements which involve student exchange, joint research publications, joint conferences 	<ul style="list-style-type: none"> • Global Campus • Grant with USAID and the Univ. of Liberia
<i>Foreign Language Study</i>	<ul style="list-style-type: none"> ✓ Number of foreign languages taught ✓ Foreign language requirements 	<ul style="list-style-type: none"> • No general language requirement • Some majors – take two years of language • Spanish, French, German and Chinese
<i>External Partnerships & Cooperation</i>	<ul style="list-style-type: none"> ✓ Number of local community groups or schools involved with international initiatives on or off campus 	<ul style="list-style-type: none"> • Confucius Institute

Internationalization Checkpoints	Troy University	Results
	<ul style="list-style-type: none"> ✓ Number of professional organizations or other non-governmental organizations involved with international activities on or off campus 	
<i>Institutional Services & Extra-Curricular Activities</i>	<ul style="list-style-type: none"> ✓ Number of active international/ethnic student clubs or associations on campus ✓ Number of campus-wide events such as lectures, fairs, workshops, cultural events targeted for students and/or faculty ✓ Evidence of an international perspective or understanding of issues in the university/college and student newspapers 	<ul style="list-style-type: none"> • China Student & Scholar Assoc., Indian Student Assoc. International Student Cultural Organization, Nepal Student Assoc., Saudi Student Assoc., Vietnamese Student Assoc. and International Friends Program • ESL • <i>Troy Magazine</i> • Parade of Flags/ Annual International Student Luncheon

Figure 16. Troy University's Internationalization Checkpoints List

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Additional Resources:

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<http://www.elocallink.tv/sandbox2/videomagazine/troy/troy.php>

http://www.troy.edu/pdfs/media_room/today/5-5-11-TROYToday.pdf

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Appendix A
Informed Consent Letter

The Auburn University Institutional Review Board has approved this document for use from 7/9/13 to 7/8/14
Protocol # 13-25/EX 1307



AUBURN UNIVERSITY
COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

(NOTE: DO NOT SIGN THIS DOCUMENT UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

INFORMED CONSENT
for a Research Study entitled

"Transformation of Higher Education Through the Process of Internationalization"

You are invited to participate in a research study to explore the concept of internationalization and how the process of internationalization transforms an institution from an inward focus to an outward focus. The objectives of this study are to define a program's success retrospectively, by looking at the initial efforts of internationalization and to identify a champion for the cause of internationalization that leveraged opportunities to transform their environment within higher education. The study is being conducted by Patricia de Souza, doctoral student, under the direction of Dr. Jose Llanes, Professor in the Auburn University Department of Educational Foundations, Leadership, and Technology. You were selected as a possible participant because you are a member of management and administrative group at your institution and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to participate in interviews. Your total time commitment will vary depending on how many interviews you participate, interviews may last from minimum of 30 minutes to an hour.

Are there any risks or discomforts? The risks associated with participating in this study are non-existent.

Are there any benefits to yourself or others? If you participate in this study, you can expect the opportunity to add to the literature about institutional transformation through internationalization and the satisfaction of providing fellow higher education administration officials the knowledge and experience of their efforts to internationalize their institution. I cannot promise you that you will receive any or all of the benefits described.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership and Technology.

Participant's initials _____

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Your privacy will be protected. Any information obtained in connection with this study will remain anonymous or confidential if you choose to. Information obtained through your participation may be used to fulfill an educational requirement of a doctoral dissertation as well as publication in a professional journal.

If you have questions about this study, please ask them now or contact Dr. Jose Llanes at jrl0001@auburn.edu or Patricia de Souza at psd0001@auburn.edu. A copy of this document will be given to you to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

I do not want my name or any other identifiers used in presentations or publications.

You may use my name and/or any identifiers in publications and presentations.

Participant's signature Date Investigator obtaining consent Date

Printed Name

Printed Name



Co-Investigator

July 12, 2013
Date

Dr. José Ramón Llanes, Major Professor
Printed Name

The Auburn University Institutional
Review Board has approved this
document for use from
7/9/13 to 7/8/16
Protocol #: 13-251 EX 1307

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Appendix B

E-MAIL Invitation to Participate in Research Study

This is a multiple embedded case study and there are multiple people who will participate who, either not have been recruited via an email but personally as they are encountered in the campus being studied or are functional participants (as for example a librarian at the campus under study) whose job it is to furnish the investigator the required information. To individuals who will be directly interviewed the language of the recruitment email follows:

E-MAIL Invitation to Participate in Research Study

Study Title: Institutional Transformation through Internationalization

Dear _____,

My name is Patricia de Souza. I am a doctoral candidate in the Department of Educational Foundations, Leadership and Technology at Auburn University. I am conducting a research study as part of the requirements of my degree in Higher Education Administration, and I would like to invite you to participate.

I am studying how higher education institutions in the United States transform from an inward focus to an outward focus through internationalization. If you decide to participate, you will be asked to meet with me for an interview about an hour. Due to the rich and robust nature of internationalization, a request for follow-up interviews may occur. In particular, you will be asked questions about your institution's initial internationalization efforts and we will discuss topics such as transformational leadership and institutional transformation.

The meeting will take place at your institution in a mutually agreed upon time and place, and should last about 60 minutes. The interview will be audio taped so that I can accurately reflect on what is discussed. The tapes will only be reviewed by members of the research team who will transcribe and analyze them. They will be kept indefinitely.

Although you probably won't benefit directly from participating in this study, we hope that others in the academy as well in our society in general will benefit by learning how to transform our institutions to have a more outward perspective and to provide an education for students in order to compete, work and live in a globalized society.

Study information will be kept in a secure location at the principal investigator's home. The results of the study may be published or presented at professional meetings, but you have a choice whether you choose for your identity will not be revealed. You also have the option to have your participation anonymous, which means that no one (not even the research team) will know what your answers are.

Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also quit being in the study at any time or decide not to answer any question you are not comfortable answering.

We will be happy to answer any questions you have about the study. You may contact me at 404-425-6300 and psd0001@auburn.edu) or my faculty advisor, Dr. Jose Llanes, 334-844-4460, and JRL0001@auburn.edu) if you have study related questions or problems. If you have any questions about your rights as a research participant, you may contact the Office of Research Compliance at Auburn University at 334-844-5966.

Thank you for your consideration. If you would like to participate, please contact me at the number listed or respond to this email. I will call you within the next week to see whether you are willing to participate.

With kind regards,

Patricia S. de Souza
Auburn University
Email: docdesouza@gmail.com / cell: 404-425-6300

Appendix C
Interview Script/Questions

Note: Each question will be probed for further information.

Key Questions

1. What was the pioneering international program that began your institution progression to an external focus?
2. When did the program begin, and who was its developer? (What made it start? What was the impetus for the program?)
3. What was the nature of the program? (Outline and/or describe the program. – Go deeper with this question)
4. *What other champions made implementation of the program possible? (Who else played a key role in the continuation of the program? What were, if any, the particular components that placed it in a new direction or caused a significant change?)
5. How has the program evolved over time?
6. *Who has played major roles in the implementation of the program and its revision over time? (Probe: What has been your role?)
7. Is the program still being offered? (If not, probe: Why not?)
8. How did the program begin your institution's progression toward an external focus?
9. What has been the ultimate outcome of the program?
10. What was the biggest surprise from instituting the program?